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ABSTRACT

This demonstration project was designed to develop and evaluate a pre-retirement planning program, and to train representatives of various organizations to develop their own programs. The seven-session pre-retirement program involved 1,329 participants during its 3 years of operation. The program was evaluated through participant evaluation, observation of behavior changes such as having a will drawn or consulting a trust officer, and determination of changes in attitudes and adjustments. The second phase of the project, involving training in program development, was carried out in a 2-day seminar-workshop held during the project's third year of operation. As a result of project activities, a guide book was developed for each of the two phases. The findings show a positive change in adjustment to retirement among the 50 to 65 age group, as well as an increased involvement in activities to prepare for retirement among those attending the program. (BH)

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Washington, D. C. 20201

HOW PRE-RETIREMENT PLANNING WORKS

Results and findings in a three-year demonstration
at the
Drake University Pre-Retirement Planning Center

June 1, 1967 to May 31, 1970

DRAKE UNIVERSITY
PRE-RETIREMENT PLANNING CENTER

Des Moines, Iowa 50311

Contract Number: AA-4-68-043-02

D.L. Bowman
H. F. Best
T. W. Shilling
C. Millen

UNITED STATES DEPARTMENT OF LABOR

MANPOWER ADMINISTRATION

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This final report on a special manpower project was prepared under a contract with the Office of Manpower, Policy, Evaluation and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act. Universities undertaking such projects under the Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the Department of Labor.

Contract Number: 82-17-67-57

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ABSTRACT

The Drake University Pre-Retirement Planning Center was a demonstration project jointly funded by the Administration on Aging of the Department of Health, Education and Welfare, and the Manpower Administration of the Department of Labor. The Center became operational on June 1, 1967 and continued through May 31, 1970.

The purpose of the Pre-Retirement Planning Center was to (1) test the desirabiltiy and feasibility of providing a pre-retirement planning program to help individuals prior to retirement to discover and improve their potential for productive activities after full time regular employment was past and (2) to train representatives from formal organizations in the methodology of organizating and directing pre-retirement programs within their respective organization.

From business, industry, unions, government agencies, academic institutions, religious groups and community-at-large groups 1,421 persons attended Center activities.

The program's effectiveness was assessed through a continual monitoring of changes in adjustment and attitudes on a psychological scale designed specifically for the project; through evaluation of program satisfactions and dissatisfactions; through actual behavior changes such as a participant having a will drawn or consulting with a trust officer; through representatives of formal organizations returing to their respective organizations and having pre-retirement planning programs.

During the three-year operation, additional research into pre-retirees' attitudes, adjustments and behavior changes was conducted by Center personnel and independent researchers.

The Center prepared two guide books; (1) Guide Book for Development of Pre-Retirement Planning Programs, and (2) Guide to Seminar-Workshop Development for Pre-Retirement Planning. In addition, a special survey was conducted among selected larger organizations in the United States to determine pre-retirement planning activites.

SUMMARY

The Center's major task was to evaluate different methods of involving workers in retirement preparation. As such, the Center's objectives were:

1. To facilitate legal and financial planning.
2. To facilitate health and welfare planning.
3. To involve pre-retirees in continuing education.
4. To involve pre-retirees in role-defining activities.

To accomplish these objectives, there were two phases to the Center's activities. The first phase concerned the development, presentation and evaluation of a program designed to assist individuals preparing for their retirement. This was accomplished through the development of a seven-session pre-retirement planning program. The following presents a summary of vital statistics of the program participants taken from the Center's "Confidential Data Sheet:"

1. Total participation- 1,229 - 579 males and 750 females.
2. Age - Based on 1,267 responding to data sheet
   Average (mean) age: 58.3
3. Education - Based on 1,175 responding to data sheet
   Average (mean) education: 13.2
4. Current Annual Income Per Individual - Based on 379 responding to first year's data sheet
   Average (median) income: $8,000-9,000 range
5. Current Annual Income Per Individual - Based on 753 responding to revised data sheet
   Average (median) income: $6,000 - 7,999 range
6. Estimated Age At Retirement - Based on 545 responding to this question

Average (mean) age: 64.1

7. Estimated Monthly Income At Retirement - Based on 426 responding to this question
   Average (median) monthly income: $300-399 range

The program was assessed through various means:

1. Determination of changes in attitudes and adjustments through the use of the Dugger "Pre-Retirement Attitude, Interest, Adjustment Scale." This scale was designed during the first year's operation specifically for the project. Attitude measurement was significant at the .001 level of confidence as was also adjustment change as a result of participation in the seven-session program.

2. Through evaluation of the program satisfactions and dissatisfactions as determined from the Center's post-program evaluation form.

3. Through reported observations of actual behavior changes such as a participant having a will drawn or consulting with a trust officer.

Additional studies were conducted by Center personnel. In one, through the use of the Dugger Scale, the age level at which formal pre-retirement planning results in greatest attitude and adjustment change was determined. Based on 214 subjects, age group 56-57 had the greatest positive change in attitude toward retirement. The group was statistically significant at the .001 level of confidence. This study was reported on in detail in the second-year "Annual Report."

The second study concerned itself with retirement planning activities and attitude changes resulting from participation in the pre-retirement planning programs. Based on 145 subjects who took the Dugger Scale, a positive change in attitude toward retirement was found to be significant

at the .001 level of confidence. Based on 90 subjects who took the Center devised "involvement index," post-program retirement preparation activities were found to be significant at the .05 level of confidence. This study was reported on in detail in the second-year "Annual Report."

The third study was conducted by an independent research consultant and was based on 368 subjects. This study determined what changes had occurred in expressed concerns, involvement and attitudes, and the influence of certain personality characteristics on likelihood of change. The reported attitude and behavior changes were in a positive direction. The study also consisted of item analysis of the Dugger Scale, the involvement index, and the data collection form. The results were related to personality trait scores from a standard personality test to determine whether individuals with certain characteristics were more likely to respond to an experience such as that provided by the Pre-Retirement Planning Cente. Neither the comparisons between IPAT profiles and change, nor comparisons between attendance varibles and change were conclusive. This research report is included in its entirety in the appendix.

The second phase of the Center's activities was to train representatives from organizations in the methodology of organizaing and directing pre-retirement planning programs. This was accomplished through the designing of a two-day seminar-workshop. This phase was conducted during the third year of Center operation.

The types of organizations and number of participants is as follows:

1.	Academic	16
2.	Business and Industry	20
3.	Government	37
4.	Labor Organizations	2
5.	Professional, Religious and Charitable	17

A total of 74 different organizations were represented at the seven seminar-workshops and indicated a combined membership and/or employment of 123,595 persons.

As a result of the activities of the Center, two guide books were developed: (1) Guide To Program Development for Pre-Retirement Planning and (2) Guide to Seminar-Workshop Development for Pre-Retirement Planning. Also, a "limited" survey was conducted among selected larger organizations in the United States to determine pre-retirement planning activities of others.

In conclusion, the above findings substantiate the Pre-Retirement Planning Center's program to be of provably significant value, in the age group 50 to 65, in providing a positive change in adjustment to retirement. Also, involvement in activities, after attending the program, to prepare for retirement showed significant increases along with a definite allying of personal concern about the problems of retirement. These conclusions in themselves recommend the importance of pre-retirement planning programs.

It is noted here that the Pre-Retirement Planning Center issued at the end of each of the first two years of operation, detailed "Annual

Reports" to which referral can be made for specific details regarding the various phases of Center operation.

TABLE OF CONTENTS

CHAPTER		PAGE
	ABSTRACT	i
	SUMMARY	iii
	LIST OF TABLES	xi
	LIST OF FIGURES	xv
I.	INTRODUCTION	1
	Purpose of Pre-Retirement Planning Center	2
	Pre-Retirement Center Personnel	2
	Research Consultants	3
II.	THE SEVEN SESSION PROGRAM	7
	Program Planning and Objectives	7
	Recruitment	8
	Program Sequence and Content	10
	Program Data	10
	Program Evaluation	15
	Guide Book for Development of Pre-Retirement Planning Programs	24
III.	THE SEMINAR-WORKSHOP	25
	Guide to Seminar-Workshop Development for Pre-Retirement Planning	29
IV.	RESEARCH CONDUCTED BY THE DRAKE UNIVERSITY PRE-RETIREMENT PLANNING CENTER	31
	Center Staff	31
	Consultant Research	32
	Special Survey	33
V.	PUBLIC RELATIONS	35
	Recruitment	35
	Publicity	36
VI.	SUMMARY AND CONCLUSIONS	41

APPENDIX A - Seven-session Confidential Data Sheet
Seven-session Evaluation Form
Seminar-Workshop Confidential Data Sheet
Seminar-Workshop Evaluation Form
APPENDIX B - Dugger Report
APPENDIX C - Charles' Report
APPENDIX D - Special Survey
APPENDIX E - Seven-session Guide Book
APPENDIX F - Seminar-Workshop Guide Book

LIST OF TABLES

TABLE		PAGE
I.	Ages of Participants	11
II.	Education of Participants	11
III.	Current Annual Income - First Year of Center Operation	12
IV.	Current Annual Income - Second Year of Center Operation	13
V.	Estimated Age at Retirement	14
VI.	Estimated Monthly Income at Retirement. . .	14
VII.	Means and t Test of Significance of Pre-Test and Post-Test Attitude Differences by Pre-Retirement Planning Center Participants Measured by the "Dugger Pre-Retirement Attitude, Interest, Adjustment Scale.". . . .	16
VIII.	Means and t Test of Significance of Pre-Test and Post-Test Adjustment Differences by Pre-Retirement Planning Center Participants as Measured by the "Dugger Pre-Retirement, Attitude, Interest, Adjustment Scale."	17
IX.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #1, "Rate Your Overall Opinion of the Pre-Retirement Planning Programs."	18
X.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #4, "Were the Objectives of the Program Made Clear To You Prior to or During the First Session?". .	18

TABLE		PAGE
XI.	Summaries of "valuation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #5, "What was the Extent to Which These Objectives Were Met?"	19
XII.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #6, "Was the Emphasis of the Program on the Areas Which Are of Importance to You?"	19
XIII.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #7, "The Amount of Material Was..."	19
XIV.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #8, "Rate the Retirement Planning Program as to NEW Information Gained."	20
XV.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #9, "Rate the Retirement Planning Programs as to the Amount of USABLE Information."	20
XVI.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #10, "The Length of the Sessions Were. . . "	20
XVII.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #11, "Rate the Opportunity for YOU to Exchange or Share Ideas During the Sessions."	21
XVIII.	Summaries of "Evaluation Form -Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #14, "Check below any activity which you have	

TABLE		PAGE
	Sought Additicnal Information or Become Involved In Either During Or Since The Pre-Retirement Sessions."	22
XIX.	Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #14, "Check Below the Activities In Which You Scught Additional Information Or Have Become Involved In Either During or Since the Pre-Retirement Sessions."	23
XX.	Types of Organizations Represented at the Seminar-Workshops.	
XXI.	Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #1, "Please Indicate How Effective the Workshop Presentation and Discussions Have Been In Acquainting or Reacquainting You With the Concept of Pre-Retirement Planning for Employees."	27
XXII	Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #2, "Were the Objectives of the Workshop Made Clear To You Prior To Or During the First Session?"	28
XXIII.	Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #3, "What Was the Extent To Which These Objectives Were Met?"	28
XXIV.	Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #4, "Rate the Retirement Planning Workshop As To the Amount of USABLE Information for Planning a Retirement Planning Program In Your Organization."	28

TABLE PAGE

XXV. Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #5, "The Length of the Workshop Was....?" 29

LIST OF FIGURES

FIGURE		PAGE
1.	Organizational Chart of Drake University Pre-Retirement Planning Center	5
2.	Sample Ad for Community-at-Large Recruitment	37

CHAPTER I

INTRODUCTION

It is the purpose of this Final Report to report briefly the history and significance of the concept of pre-planning one's retirement, and to describe the Drake University Pre-Retirement Planning Center's efforts in implementing and promoting that concept.

The notion of planning for retirement is a relatively new one, roughly paralleling the arrival at retirement age of an unprecedented number of persons. Technological advances in production methodology have provided a growing affluence for the middle-class American. In turn, these advances have created increased leisure time for workers, but have served to reinforce the employers' policies of compulsory retirement at an arbitrarily-selected age. With the relative affluence enjoyed by middle-class workers and with company pressures to retire at a fixed age, many more Americans are facing retirement. In addition, an increased longevity means that more persons are reaching retirement age, and that retired persons are spending a greater number of years in retirement. Despite these facts, there is no substantial body of research or literature to provide guidelines for assisting this growing number of persons as they approach retirement.

The authors feel that this Report of the three-year operation of the

Drake Center will make a substantial contribution to that body of knowledge.

Purpose of Pre-Retirement Planning Center

The Drake University Pre-Retirement Planning Center was established June 1, 1967 under funding by the Administration on Aging of the U. S. Department of Health, Education and Welfare, the Manpower Administration of the U. S. Department of Labor and Drake University.

During this three year period (June, 1967 - May, 1970) the Center assumed the task of (1) testing the desirability and feasibility of providing a pre-retirement planning program to help individuals prior to retirement to discover and improve their potential for productive activities after full time regular employment was past and (2) to train representatives from formal organizations in the methodology of organizing and directing pre-retirement programs within their respective organization.

From business, industry, unions, government agencies, academic institutions, religious groups and community-at-large groups 1,421 attended Center activities. This document is a report on those participants and Center activities.

Pre-Retirement Center Personnel

Project Director. Eugene J. Paul, received his B. A. degree from Loras College, Dubuque, Iowa, in 1948; M.S. degree from Drake University, Des Moines, Iowa, in 1950. Mr. Paul is a Ph.D. candidate in Educational Administration at Iowa State University, Ames, Iowa. During the last year

of operation of the Pre-Retirement Planning Center, Mr. Paul assumed the position of Assistant Dean, College of Business Administration, Drake University. Although he retained the title of Director, Pre-Retirement Planning Center, his responsibilities were assigned to the Deputy Director.

Deputy Director. Donald L. Bowman, received his B. S. degree in 1962 and his M. S. degree in 1969; both from Drake University. Mr. Bowman joined the Center staff in September, 1968 as a Counselor and assumed the position of Deputy Director in July, 1969.

Counselor. Harold F. Best, received his B. A. degree from the University of South Dakota in 1964 and an M. S. degree from Iowa State University in 1969. Mr. Best assumed the position of Counselor in September, 1968.

Counselor. Thomas W. Shilling, received his B.B.A. from the University of Wisconsin in June, 1964. Mr. Shilling assumed the position of Counselor at the Pre-Retirement Planning Center in September, 1969.

Community Relations Representative. Cliff Millen, retired after 45 years as a newspaperman with the Cedar Rapids Republican and the Des Moines Register and Tribune, has been in the part-time position of Community Relations Representative since February, 1968. Mr. Millen has also spoken before the Pre-Retirement Planning groups in the capacity of a person who has experienced entry into retirement.

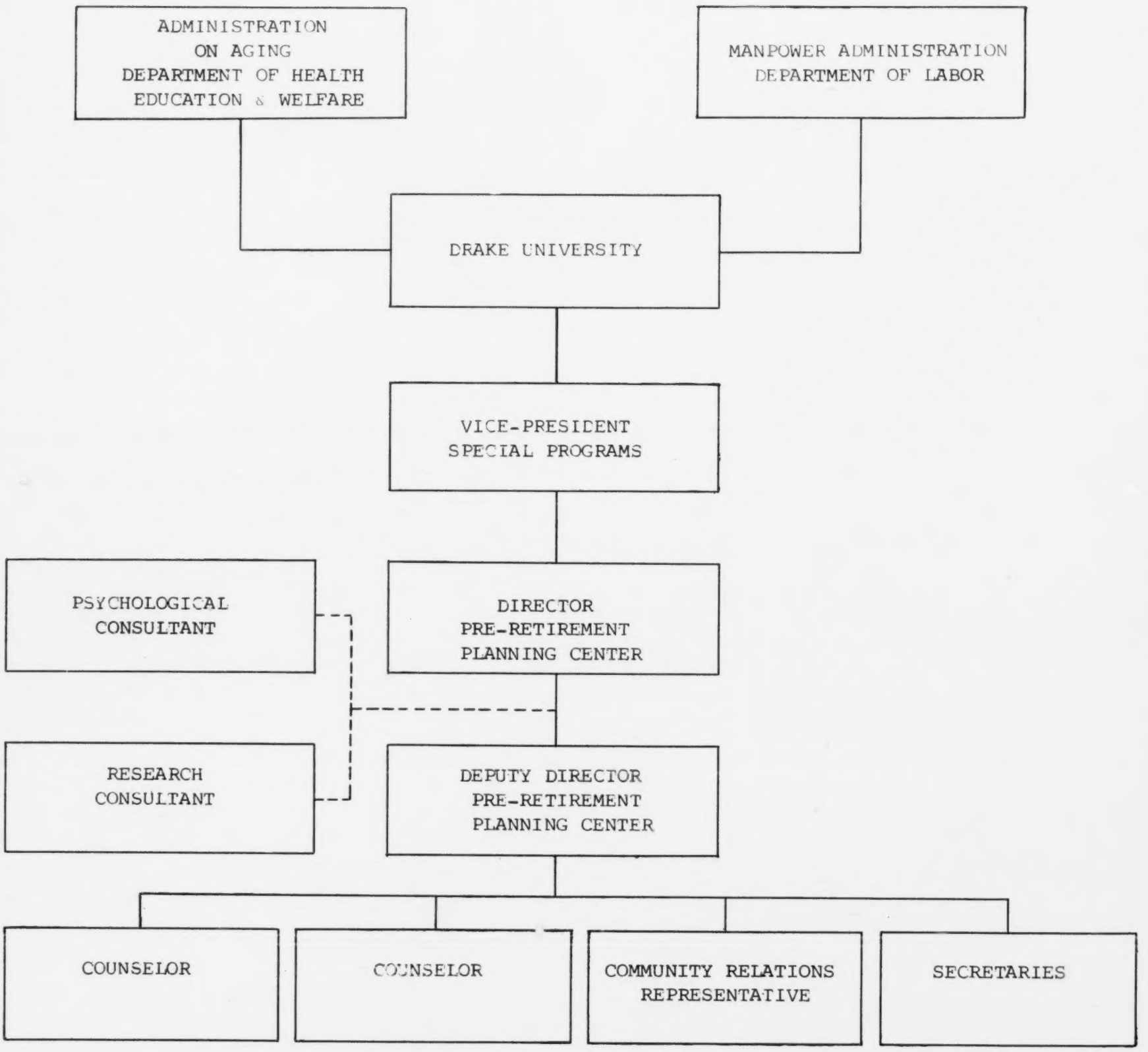
Research Consultants

James G. Dugger, Ph.D. Professor of Psychology, Drake University, was

retained by the Center during the first year to assess and evaluate the Pre-Retirement Planning program. Dr. Dugger designed an instrument, the "Dugger Pre-Retirement Attitude, Interest, Adjustment Scale," to determine modification of attitudes and interest as a function of the Pre-Retirement Planning Center experience. This instrument was administered in the first and last sessions of the programs conducted during the first year of operation of the Center. Dr. Dugger, during the first year, was also involved in observing, interviewing, and evaluating participants to obtain immediate feedback as to the effectiveness and satisfactions and dissatisfactions of the program. These observations resulted in some early alterations in the basic structure of the program, and in the revision of the basic testing instrument.

Don Charles, Ph.D., Professor of Psychology, Iowa State University, Ames, Iowa, was retained by the Center during the second year of operation. His function with the Center was to study (1) changes occurring in individuals who participated in the program, (2) the relationships of these changes in attitude toward retirement and participant involvement in further retirement preparation activities, and (3) the relationship of these findings to such variables as selection of program content and speakers, instruction methods, etc.

Figure 1 presents the organization of the Pre-Retirement Planning Center.



ORGANIZATIONAL CHART OF DRAKE UNIVERSITY
PRE-RETIREMENT PLANNING CENTER

CHAPTER II

THE SEVEN SESSION PROGRAM

The premise from which the operation of the Pre-Retirement Planning Center derived was that involvement in lectures, discussions, planning activity concerning retirement could lessen attitude and adjustment problems of pre-retirees; that such changes would not occur without the services of formal pre-retirement planning. Satisfactory adjustment in retirement depends upon the extent to which an individual is able to replace the roles and satisfactions of work with other acceptable roles and satisfactions; planning one's post-retirement physical, social and economic affairs aids this process.

This, then, was the major concern of the Center: to assist individuals who were within 10-15 years of retirement to evaluate and improve their potential for productive activity after the period of full-time regular employment is past.

Program Planning and Objectives

With few exceptions, formal systems of higher education provide training in the manipulation of symbols rather than of things; reliance on thinking rather than on feeling; and commitment to understanding rather than to action. This model was felt to be inappropriate for pre-retirement planning. As much as possible, the program was designed as a flexible action-oriented and experience-based learning model which was less intellectual and more

emotionally involved. The purpose was to change negative attitudes, and to motivate the participants to make intelligent and knowledgeable decisions. This would lead to a satisfactory and creative retirement.

To cause this change and reinforce the action-oriented and experience-based learning model, the following objectives were established:

1. To facilitate legal and financial planning.
2. To facilitate health and welfare planning.
3. To involve pre-retirees in role-defining activities.
4. To involve pre-retirees in continuing education.

Recruitment

The Center's objectives were made operational by providing a two-hour program, once each week, for a period of seven weeks to groups of individuals in the 50-65 year age range. Groups of 15-30 persons met in the place of business or at the Center to listen to speakers and to discuss topics such as Social Security, Medicare, estate planning, psychological role-defining, and continuing education.

In fulfilling the task of demonstrating and evaluating different methods of recruiting persons into pre-retirement planning programs, the Center used various methods of recruitment. These methods ranged from industrial recruitment with selected major employers, to the use of the mass media to involve groups from the community-at-large.

Contacts with business and industry were made through personnel directors, training departments and members of higher levels of management. Early

involvement of an individual from higher level management was found to be essential. Final approval of the programs must come from this level for the program to be quickly established and well attended. It was necessary that someone in the authority structure be actively interested and involved in the program from its inception.

Contacts with individuals were made primarily through news column notices in newspapers, occasional radio and television spots, advertisements in general circulation newspapers, in neighborhood "shoppers" papers and in ethnic and labor newspapers. The advertisements in general circulation newspapers were the ones which elicited the greatest number of responses. Clip coupons in the ads soliciting pre-registration of community-at-large participants were found to be a successful recruitment device.

Program Sequence and Content

The sequence of various programs was extensive and varied but the following sequence represents the one considered most satisfactory. It includes the four subject areas implied by the objectives of the pre-retirement planning program in a sequence that begins with a general orientation to the program and proceeds to raise the major issues of retirement. The general program sequence is as shown, although certain lectures were tailored to meet the background and needs of certain groups.

1. Introduction and Orientation
2. Changing Roles

3. Financial
4. Financial - Health & Welfare
5. Financial - Health & Welfare
6. Continuing Education
7. Changing Roles

Each of the seven meetings was addressed by an authority in one of the four major subject areas. Following a brief dissertation each session was then opened to questions and discussion.

Program Data

The total number of seven program participants for the three year project was 1,329, representing 579 males and 750 females. The following information is a biographical summary taken from the Center's "Confidential Data Sheet." (see Appendix A)

Age. Based on 1,267 persons responding to this question on the data sheet, the average (mean) age was 58.3 years. The range was from age 28 to age 88. (see Table I).

Marital Status. Based on 1,264 persons answering this question 74.6% reported being married, 12.5% reported being widowed, 7.2% were single, and 5.7% stated they were either separated or divorced.

Education. There were 1,175 persons answering this question. The average (mean) education was 13.2 years. The mode average was 12 years and represented 39% of the total reporting. The frequency range was from third grade (n=3) to Ph.D. (n=5). The distribution is shown in Table II.

Table I (Based on 1,267 responses)

Ages of Participants

Age	Freq.	Age	Freq.	Age	Freq.	Age	Freq.
28	1	46	3	58	80	70	8
30	1	47	10	59	67	71	5
32	1	48	12	60	91	72	5
35	1	49	13	61	101	73	5
38	1	50	26	62	87	74	2
39	1	51	30	63	79	76	3
40	2	52	46	64	95	77	1
41	4	53	49	65	62	79	2
42	6	54	67	66	25	80	2
43	3	55	65	67	25	81	1
44	4	56	78	68	9	88	1
45	6	57	73	69	6		

Table II (Based on 1,175 responses)

Education of Participants

Education Level	Number of People
Doctorate	5
Masters	86
Bachelors	202
15	50
14	99
13	66
12	461
11 or less	206

Current Annual Income Per Individual. The income distribution is shown in Tables III and IV. Because of a revision in the collected data the annual income category between the first year and the second and third year was incompatible. Therefore, Table III is based upon the first year of operation, and Table IV is based upon data collected during the second and third year.

The average (median) income for the first year falls within the $8,000-9,000 range. Most of those reporting incomes of less than $5,000 (93%) were females.

The average (median) income for the second and third year falls in the $6,000-7,999 range. Of the 158 persons reporting an income of $0-1,999, 89% were housewives who indicated no reportable income.

Table III

Current Annual Income
First Year of Center Operation (Based on 379 responses)

Income	Male	Female	Total
Over $10,000	88	20	108
9,000-10,000	15	12	27
Over 9,000	15	2	17
8,000-9,000	22	7	29
7,000-3,000	20	12	32
6,000-7,000	26	19	45
5,000-6,000	17	26	43
4,000-5,000	4	40	44
Less than 4,000	1	33	34

Table IV

Current Annual Income
Second & Third Year of Center Operation (Based on 753 responses)

Income	Male	Female	Total
Over $16,000	36	4	40
14,000-15,999	23	-	23
12,000-13,999	34	9	43
10,000-11,999	49	28	77
8,000- 9,999	64	33	97
6,000- 7,999	69	60	129
4,000- 5,999	34	94	128
2,000- 3,999	4	54	58
0- 1,999	4	154	158

Estimated Age At Retirement. Based on 545 persons responding to this question, the average (mean) estimated age at retirement was 64.1 years (see Table V). However, 31.2% indicated expected retirement at age 62 or earlier; a rather significant portion. Of the total, 51% reported estimated retirement age at the current arbitrary age 65.

Estimated Monthly Income At Retirement. Based on 426 persons responding to this question, the average (median) monthly income at retirement was estimated to be in the $300-399 range. Table VI shows the frequency distribution for this question.

Table V (Based on 545 responses)

Estimated Age at Retirement

Age	Freq.	Age	Freq.	Age	Freq.
50	1	59	3	67	8
51	1	60	23	68	9
52	1	61	2	69	5
53	2	62	113	70	27
55	11	63	8	72	1
56	3	64	9	73	1
57	4	65	278	75	5
58	6	66	23	83	1

Table VI (Based on 426 responses)

Estimated Monthly Income at Retirement

Income	Male	Female	Total
Less than $100	1	6	7
100-199	12	39	51
200-299	58	58	116
300-399	47	29	76
400-499	49	19	68
500-599	37	8	45
600-699	18	3	21
700-799	7	-	7
800-899	10	2	12
900-999	5	-	5
1,000 or more	16	2	18

Program Evaluation

The Pre-Retirement Planning Center's program was assessed through various means:

1. Determination of changes in attitudes and adjustment through the use of the Dugger "Pre-Retirement Attitude, Interest, Adjustment Scale." This scale was designed during the first year's operation specifically for the project.
2. Through evaluation of the program satisfactions and dissatisfactions as determined from the Center's post-program evaluation form.
3. Through reported observations of actual behavior changes such as a participant having a will drawn or consulting with a trust officer.

Additional studies were conducted by members of the Center's staff and an outside research consultant. These studies are reported on in Chapter IV.

Attitude Change. The first measure of program effectiveness was designed to examine the change in individual attitudes toward retirement as a function of participation in the Pre-Retirement Planning Center's seven-session program by utilizing pre-program and post-program test scores on the "Dugger Pre-Retirement Attitude, Interest, Adjustment Scale." Table VII lists the means and *t* test of significance of pre-test and post-test attitude differences for 214 persons completing the scale. The mean difference on attitude of 1.84 was significant at the .001 level. This is interpreted as meaning that one would not expect this great a difference in change of attitude to occur 99.9% of the time as a result of chance variables

alone. The decrease inthe difference scores from pre-program to post-program testing was interpreted to mean that as a result of participation in the pre-retirement program, participants showed a significant increase in positive attitude toward retirement.

Table VII

Means And t Test Of Significance Of Pre-Test And Post-Test Attitude Differences By Pre-Retirement Planning Center Participants Measured By The "Dugger Pre-Retirement Attitude, Interest, Adjustment Scale." (n=214)

Pre-Test Mean	Post-Test Mean	Mean Difference	t	p
3.92	2.08	1.84	4.602	.001

Adjustment Change. This second measure of effectiveness was designed to examine the change in adjustment with respect to retirement as a function of participating in the program. This was done by utilizing pre-program and post-program test scores on the "Dugger Pre-Retirement Attitude, Interest, Adjustment Scale." Table VIII lists the means and t test of significance of pre-test and post-test adjustment differences for the 214 persons completing the scale. The mean difference on adjustment was 3.39, significant at the .001 level of confidence. This decrease in the difference scores from pre-program to post-program testing was interpreted to mean that as a result of participating in the pre-retirement program, participants

showed a significant positive increase in adjustment with respect to retirement.

Table VIII

Means And t Test Of Significance Of Pre-Test And Post-Test Adjustment Differences By Pre-Retirement Planning Center Participants As Measured By The "Dugger Pre-Retirement Attitude, Interest, Adjustment Scale." (n=214)

Pre-Test Mean	Post-Test Mean	Mean Difference	t	p
11.14	7.75	3.39	3.70	.001

For a complete explanation of the Dugger scale (see Appendix B)

Evaluation Form - Pre-Retirement Planning Center. All participants were asked to rate various aspects of the program on an evaluation form sent to each person within two weeks following his completion of the seven session series. (see Appendix A) There was 68% return on this form. Tables IX through XVII present the data collected from question 1 and 4 through 11 on the evaluation form. Questions 2 and 3 asked for a rating of the best and least liked session. Because these answers reflected reactions to specific presentations by specific individuals, the ratings represent a rating of the individual rather than the program content. Therefore question 2 and 3 are not included in the analysis.

Each table represents one question and reveals the mean rating for all respondents. Each table also graphically presents the rating scale used for each question and indicates the position of the mean rating.

Table IX

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #1, "Rate Your Overall Opinion of the Pre-Retirement Planning Programs."

n	Mean Rating
905	1.93

Excellent		Average		Poor	
1	∧ 2	3	4	5	6

Table X

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #4, "Were the Objectives of the Program Made Clear To You Prior To Or During the First Session?"

n	Mean Rating
904	1.71

Completely		Somewhat		Not at all	
1	∧ 2	3	4	5	6

Table XI

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #5, "What Was the Extent to Which These Objectives Were Met?"

n			Mean Rating
906			2.12

Completely 1 2 ∧ Somewhat 3 4 Not at all 5 6

Table XII

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #6, "Was the Emphasis of the Program on the Areas Which Are of Importance to You?"

n			Mean Rating
930			2.32

Completely 1 2 ∧ Somewhat 3 4 Not at all 5 6

Table XIII

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #7, "The Amount of Material was..."

n			Mean Rating
939			3.06

Too Much 1 2 Adequate 3 ∧ 4 Insufficient 5 6

Table XIV

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #8, "Rate the Retirement Planning Program as to New Information Gained."

n				Mean Rating	
930				2.79	
Extensive		Adequate		Insufficient	
1	2	∧ 3	4	5	6

Table XV

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #9, "Rate the Retirement Planning Programs as to the Amount of Usable Information."

n				Mean Rating	
934				2.26	
Beneficial		Some Use		Limited Use	
1	2	∧ 3	4	5	6

Table XVI

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #10, "The Length of the Sessions Were..."

n				Mean Rating	
941				3.14	
Too Long		About Right		Too Short	
1	2	3 ∧	4	5	6

Table XVII

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #11, "Rate the Opportunity for You to Exchange or Share Ideas During the Sessions."

n				Mean Rating	
936				2.38	
Excellent		Average		Poor	
1	2	3	4	5	6

For a complete explanation of the Dugger scale (see Appendix B).

Additional Planning. Additional planning on the part of program participants was determined from question #14 on the Evaluation Form. This question was designed to examine additional retirement planning that followed completion of the seven session series.

Because the content of question 14 was altered after the first year, that data is incompatible with the second and third year. Therefore Table XVIII presents the data for the first year. Table XIX presents the composite for the second and third year of Center operation. Each Table presents the data collected and shows the number of persons for each category of additional planning.

Table XVIII

Summaries of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #14, "Check below any activity which you have sought additional information or become involved in either during or since the pre-retirement sessions." (n=275)*

Activity	Persons	% of n
Legal Advice	45	15.5
Insurance Planning	24	9.0
Financial Planning	67	24.5
Preparation of a Will	65	23.5
Welfare Planning	9	3.3
Continuing Education	17	6.2
Adult Education	25	9.2
University College	6	2.2
Health Planning	19	7.0
Seasonal Employment	31	11.5
Church Organization	20	7.3
Social Club	9	3.3
Personal Counseling	7	2.5
Civic Organization	15	5.5
Other Activities	4	1.5

* Total sum of sub-populations is greater than 275 responding to this question because many individuals checked more than one activity.

Table XIX

Summary of "Evaluation Form - Pre-Retirement Planning Center" By Participants Completing Center Programs - Question #14, "Check below the activities in which you have sought additional information or have become involved in either during or since the pre-retirement sessions." (n=581)*

Activity	Persons	% of n
Legal Planning	97	16.9
Insurance Planning	73	12.6
Financial Planning	153	26.3
Health Planning	67	11.3
Social Security	128	22.0
Professional Organizations	27	4.6
Occupational Organizations	19	3.3
Sercie Clubs	17	2.9
Education for Credit	10	1.7
Adult Education	84	14.5
Seasonal Employment	48	8.3
Fraternal Organizations	33	5.7
Church Organizations	68	11.7
Social Clubs	33	5.7
Personal Counseling	19	3.3
Civic Organizations	32	5.5
Other Activities	20	3.4

* Total sum of sub-populations is greater than 581 responding to this question because many individuals checked more than one activity.

Guide Book For Development of Pre-Retirement Planning Programs.

Based upon the success of the seven-session pre-retirement planning program, and to assist other organizations in providing an effectic program in pre-retirement planning, a "Guide Book for Development of Pre-Retirement Planning Programs" was developed. The Guide Book is presented in its entirety in Appendix E..

CHAPTER III

The Seminar-Workshop

During the third year of operation the Center Staff designed a two-day seminar-workshop on pre-retirement planning. The purpose of this training program was to qualify individuals from organizations to coordinate and direct a seven-session pre-retirement planning program.

The first day of the two-day program was a seminar designed to acquaint the organization representatives with the knowledge necessary to identify the need for and benefits of pre-retirement planning. Topics covered included the statistical and historical facts about retirement, the history of the Drake University Pre-Retirement Planning Center, and the showing of the film, "The Rest of Your Life", which depicts the necessity for pre-planning one's retirement. Also included in the seminar was a presentation of the benefits of pre-retirement planning. This was conducted by a psychologist. Recruitment techniques and research findings were presented by members of the Center Staff. At the end of the seminar, the participants were assigned the reading of the "Guide To Program Development for Pre-Retirement Planning."

The second day of the program centered around a workshop in which the participants outlined their seven-session programs as applicable to their own organization. After the workshop, discussions of what employers were currently doing for a retiring person versus that person's actual needs

were presented. The cost of a seven-session program and the assistance available from the Center was also presented.

In total 92 persons attended the 7 seminar-workshops held at the Pre-Retirement Planning Center. The average attendance was twelve persons. This permitted an ideal workshop situation with the proper personal attention and guidance being provided by members of the Center Staff. In all there were 74 organizations represented. The combined membership and/or employment of these organizations was 123,595 persons. The different types of organizations represented is shown in Table XX.

Table XX

Types of Organizations Represented at the Seminar-Workshops

Types of Organizations	Number of Participants
Academic	16
Business and Industry	20
Government	37
Labor	2
Professional, Religious and Charitable	17

Initial recruitment began with the mailing of invitational letters to 145 chief executive officers of business and industry in the Des Moines area. These were followed up in many instances by telephone calls and face to face contact by the Center Staff. Personal contact, in over 80% of the cases, successfully recruited an attendee at the seminar-workshop, and therefore was considered the most effective of followup techniques. After recruitment

had been made, confirmation letters were mailed to the registered participants one week prior to the program.

The evaluation of the seminar-workshop was based upon the responses of the participants to a "Workshop Evaluation Form" which they completed just prior to leaving the workshop at the end of the second day. (see Appendix A)

The composite rating for questions 1 through 5 on the Evaluation Form are shown in the following Tables XXl through XXV. Questions 6 and 7 call for value judgments and reflect the personality of the individual instructor and are therefore not reported.

Table XXI

Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #1, "Please Indicate How Effective the Workshop Presentation and Discussions Have Been In Acquainting or Reacquainting You With the Concept of Pre-Retirement Planning for Employees."

n				Mean Rating	
76				1.32	
Very Effective		Moderately Effective	Undecided	Moderately Ineffective	Very Ineffective
1	∧	2	3	4	5

Table XXII

Summaries of "Workshop Evaluation Form "By Seminar-Workshop Participants - Question #2, "Were the Objectives of the Workshop Made Clear to You Prior to or During the First Session?"

n	Mean Rating
73	1.95

Completely 1 2 ∧ Somewhat 3 4 Not at all 5 6

Table XXIII

Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #3, "What Was the Extent to Which These Objectives Were Met?"

n	Mean Rating
72	1.96

Completely 1 2 ∧ Somewhat 3 4 Not at all 5 6

Table XXIV

Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants - Question #4, "Rate the Retirement Planning Workshop as to the Amount of USABLE Information for Planning a Retirement Planning Program in Your Organization."

n	Mean Rating
76	1.80

Benifical 1 2 ∧ Some Use 3 4 Limited Use 5 6

Table XXV

Summaries of "Workshop Evaluation Form" By Seminar-Workshop Participants-Question #5, "The Length of the Workshop Was.."

n			Mean Rating
75			3.37
Too Long		About Right	Too Short
1	2	3 ∧ 4	5 6

Question #9 on the Evaluation Form asked "As a result of your participation in the workshop do you anticipate instituting a new program or expanding your present program of pre-retirement planning?" There were 74 persons responding to this question to which 89% replied yes. The remaining 11% indicated they were uncertain.

Guide to Seminar-Workshop Development for Pre-Retirement Planning

Based upon the design and the conducting and evaluation of the seminar-workshops, a guide book was developed. This guide was designed to assist academic institutions and other large organizations in presenting training programs to qualify organization representatives in organizing and directing pre-retirement planning programs in their respective organizations. The guide is included in Appendix F.

CHAPTER IV

RESEARCH CONDUCTED BY THE DRAKE UNIVERSITY PRE-RETIREMENT PLANNING CENTER

Center Staff

During its three years of operation the Center has compiled a quantity of biographical, descriptive, and evaluative data from persons who have participated in the Center's programs. This accumulated data has been subjected to various analyses both by Center staff and by independent researchers.

The original intent in collecting this data was to provide a description of the participants in order to assess recruitment techniques, e.g., what sort of a person attends a series of programs in pre-retirement planning, and specifically, what is the most effective method of appeal to this population? It became evident that with the data readily available, the Center was able to conduct applied research on other questions. Using the assembled data independent research was conducted by McCannon (1) Bowman (2) and Best (3).

The McCannon study, conducted in 1968, concerned itself with attitude and personal adjustment changes on the part of program participants. Using a scaling device (see the Dugger scale, Appendix B) designed specially for the Drake project, McCannon determined that participants' attitudes toward retirement changed as a result of participation in the systematic and

organized pre-retirement planning program.

The study by Bowman in 1969 revealed that the age group 56-57 had the greatest positive change in attitude toward retirement as a result of participation in the Center's programs.

The study by Best, also conducted in 1969, attitude change as well as post-program planning activities were investigated. Best found that a significant increase in retirement planning activities occurred during and immediately following participation in the Center's programs.

These three studies utilized the "Dugger Pre-Retirement Attitude, Interest, Adjustment Scale;" all found significant, positive, changes in attitude toward retirement as a result of program participation. Each of these studies lends support to the Center's contention that planning for the important transition that retirement represents helps allay the fears and apprehensions associated with the abrupt break from full-time work to full-time leisure.

Consultant Research

Further research on program participants was conducted by Dr. Don Charles, research consultant to the Center. Using a combination of biographical data, personality inventories, the Dugger Scale, and a pre-post comparison of reported retirement planning activities, Charles reported significant increases in post-program activities, and was able to identify several variables which correlated with increased activities.

Dr. Charles' report is presented in Appendix C.

In short, the research conducted tends to affirm that the Center's goals have been met, particularly in that persons who attended the series of programs experienced a reduction in their concern over impending retirement. In addition, persons who took part in the series of programs followed up their participation with further, independent retirement preparation activities.

Special Survey

A "special" survey limited to selected large organizations was requested by the Department of Labor during the third year of Center operation. The purpose of the survey was to determine what others were doing in pre-retirement planning activities. In preparing the survey analysis, the Center's activities were used as the criteria upon which to base a comparison. It was somewhat disappointing to discover the fact that very few large organizations are actively engaged in pre-retirement activities. If the activities of the large organizations can be interpreted as being indicative of pre-retirement activities in general, very few organizations of any size are providing the opportunity of pre-retirement planning. The survey is included in its entirety in Appendix D.

1. McCannon, Roger S. "Attitude and Adjustment Change as a Result of Participation in a Systematic and Organized Pre-Retirement Planning Program." Unpublished Master's thesis, Drake University, Des Moines, Iowa, 1968.

2. Bowman, Donald L. "Age Level at which Formal Pre-Retirement Planning Results in Greatest Attitude and Adjustment Change." Unpublished Master's field report, Drake University, Des Moines, Iowa, 1969.

3. Best, Harold F. "Retirement Planning Activities and Attitudinal Changes Resulting from Participation in the Drake University Pre-Retirement Planning Programs." Unpublished Master's thesis, Iowa State University, Ames, Iowa, 1969.

CHAPTER V

PUBLIC RELATIONS

Public relations activities of the Pre-Retirement Planning Center fell into two principal categories. The first was the publicizing of necessary notices to assist in recruiting persons eligible for retirement to attend the seven-session programs held for their benefit at the Center. Advance publicity was also necessary to give word of other Center activities such as the occasional special interest group-meetings addressed by speakers on special retirement subjects.

The second category was the publicizing of the general work of the Center, such as local and national reports on what the Center was doing.

The Center issued a quarterly news letter, usually four pages, under the title of Active Times. This provided the means for disseminating information from both categories to all those who participated in the Center's activities as well as other interested individuals and organizations.

Public relations activities were conducted by Wesley Day Company, public relations firm which placed advertisements, solicited public service announcements, prepared some news material and supplied art work, and by Cliff Millen, a member of the Center staff. Mr. Millen was employed part time as Community Relations Representative. He wrote and edited Active Times, prepared news stories and articles for other publications

and, as a retired person, spoke at pre-retirement sessions and other meetings. He is a retired Des Moines newspaper man.

An antique rocking chair without a seat, bearing the legend, "Out of Order", was used by the Center as an advertising symbol.

Recruitment

The most effective recruiting device was an advertisement printed in the newspapers before the opening of each series of seven-session programs. The advertisements included a registration blank which facilitated the orderly forming of the discussion groups. Newspapers also accepted and printed free notices. As might be expected, the largest response was gained through advertisements in the largest newspaper in the community, the Des Moines Register and Tribune. Shopping Guides, labor papers and minority publications also were tried but results from these were small, under thirty percent of total response. Figure 2 is a sample ad that was used for community-at-large recruitment.

Publicity

Public notice was largely local during the first year of the program, opening with announcement of establishment, of staff appointments and of similar beginning events. These appeared largely in the Register and Tribune and Drake University publications.

Within a few months interest expanded to include interview programs on WOI-TV of Ames and KRNT-TV and KDPS-TV of Des Moines. Articles also

Don't Rock Away Your Retirement

Nearly 1,000 Have Attended
Planning Sessions For An Active Retirement
How About You?
New Groups Starting—

April 22-23-24

Hang an "Out of Order" sign on that ol' rocker and attend one of the informal discussion groups. Topics include health, finance and hobbies as they relate to retirement. If you're between 50 and 65 (or close to retirement, fill out and mail this form:

I would like to join one of the groups for a series of 7 informal sessions one night a week from 7 to 9 p.m. at the Center. No cost involved.

I would like to attend ☐ Tuesday ☐ Wednesday ☐ Thursday

NAME .....

ADDRESS ..... HOME PHONE .....

BUSINESS or OCCUPATION .....

BUSINESS ADDRESS ..... . BUSINESS PHONE .....

P

PLEASE MAIL YOUR APPLICATION BY MONDAY, APRIL 21

EACH GROUP IS LIMITED TO 30. **FIRST COME, FIRST SERVED.**

DRAKE UNIVERSITY PRE-RETIREMENT PLANNING CENTER

1166 27th St., Des Moines, Iowa Phone 271-3779 or 271-3780

Figure 2. Sample Ad

appeared in Underwriter Review and in Business and Industry, business publications printed in Des Moines, in house organs of four Des Moines insurance companies working with Drake on pre-retirement programs; in bulletins of the Iowa Institute of Gerontology, the Iowa Commission on Aging, the Des Moines Public Library system and the Iowa State Education Association. Articles also appeared in newspapers in Cedar Rapids and Carroll, Iowa.

Local activities of the same nature continued throughout the three years of the Center's program. It was noticeable, however, that stories took on added space and approached a more national audience as the Center approached its period for "training trainers" in its third year.

The Womens Section of the Des Moines Sunday Register, with a half-million readers, printed a full page feature on the Center and on a Peace Corps program for the pre-retirement groups. The Canadian Welfare Council's Division on Aging reported for two pages. The Iowa Department on Gerontology of the State University of Iowa ran a four-page spread on the Center's first year. The St. Louis Post Dispatch ran an interview with Donald Bowman of the Center. So did the Minneapolis Star. The University of Nebraska's Industrial Gerontology reported the issuance of the Center's manual and annual report. AARP's Dynamic Maturity and a national insurance publication, "Minutes", carried articles. Personnel Management, published by Prentice-Hall, listed the Center as a source of pre-retirement services.

An appearance was made by the Director of the Center before the U.S. Senate Committee on Aging in connection with pre-retirement planning for federal employees. This resulted in inquiries from federal offices and departments.

The spreading effect of articles and information on the Center was the presence in seminar-workshops during the third year not only of business, labor and organization leaders from Des Moines and Iowa but of representatives of industrial organizations and organizations on aging and retirement from a number of other states including Illinois, Michigan, Missouri and Texas.

Experience of the Center indicated that there is an active interest in retirement and aging in all communication media and that the subject of pre-retirement planning shares that interest.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The Pre-Retirement Planning Center's major task has been twofold: (1) Test the desirability and feasibility of providing a pre-retirement planning program to help individuals prior to retirement to discover and improve their potential for productive activities after full time regular employment is past and (2) to train representatives from formal organizations in the methodology of organizing and directing pre-retirement programs within their respective organizations.

In regards to point (1) above, the Center was assigned to demonstrate and evaluate different methods of involving workers in retirement preparation activities. As such, the Center's objectives were:

1. To facilitate legal and financial planning.
2. To facilitate health and welfare planning.
3. To involve pre-retirees in continuing education.
4. To involve pre-retirees in role-defining activities.

A seven-session program was designed and during the course of the project, 1,329 persons participated. The program's effectiveness was assessed through various means:

1. Determination of changes in attitudes through the use of a psychological scale (Dugger Scale) designed specifically for the project; found to be significant at the .001 level of confidence.

2. Through evaluation of program satisfactions and dissatisfactions as determined from the Center's post-program evaluation form.
3. Through reported observations of actual behavior changes such as a participant having a will drawn or consulting with a trust officer.

As regards point (2) above, to assist other organizations in also co-ordinating seven-session pre-retirement programs, the Center developed seminar-workshops for training trainers. There were 74 organizations represented in seven seminar-workshops. These organizations indicated a combined membership and/or employment of 123,595 persons.

The evaluation of this phase of the Center's operations was through analysis of program satisfactions and dissatisfactions as determined from the Center's post-seminar-workshop evaluation form.

Assistance went out to many other individuals and organizations in the form of two guide books. These guide books were developed to assist in duplicating either the seven-session program or the seminar-workshop training sessions.

In addition, the Center issued at the end of each of the first two years of operation, detailed "Annual Reports" to which referral can be made for specific details regarding the various phases of Center operation.

Center personnel also conducted research as did an independent consultant. Further, the Center conducted a "limited" survey of selected

larger organizations in an attempt to determine the pre-retirement planning activities of others.

Based on the three years of operation there can only be one major and very fundamental conclusion: An organized and systematic program of pre-retirement planning which supplies needed information to assist individuals in their preparation for retirement does, indeed, do much to allay personal concern about retirement.

It is a very specific recommendation that pre-retirement planning programs not only be encouraged, but insisted upon.

APPENDIX A

PRE-RETIREMENT PLANNING CENTER
Drake University
Des Moines, Iowa

CONFIDENTIAL DESCRIPTIVE DATA FORM

Your Name: _____ Age: ____ Sex: ____ M ____ F

Home Address: _____ Telephone: _____

City: _____ Zip Code: _____

Birthdate: (Month) _____ (Day) _____ (Year) _____

A. What is your current marital status? (Circle One)

Single Married Separated Divorced Widowed

B. Are you a veteran? _____

C. What is the highest grade in school you completed? (Circle appropriate number)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Bachelor's Master's Ph.D.
Other (Trade or Vocational School _____

D. Who is your present employer?
Name: _____ City: _____
How long have you worked for this employer? _____
How would you classify your job?
_____ Professional and Managerial
_____ Technical
_____ Clerical or Sales
_____ Personal Service Occupations
_____ Industrial
_____ Housewife
What is your present job title: _____
If you are already retired, what was your last job title prioe to retirement: ____
_____

E. In which of the following income ranges would your own personal total annual income be included?

_____ $ 0 - 1,999	_____ $ 6,000 - 7,999	_____ $12,000 - 13,999
_____ $2,000 - 3,999	_____ $ 8,000 - 9,999	_____ $14,000 - 15,999
_____ $4,000 - 5,999	_____ $10,000 - 11,999	_____ $Over $16,000

F. Are you covered by a company retirement pension plan?

_____ Yes _____ No. If yes, for how many years have you been covered? _____

G. At what age do you expect to retire? _____
What do you estimate will be your personal total monthly income at retirement? ____
Do you anticipate a need for employment after retirement? (Circle One)

Full-time Part-time No Need

H. As you approach retirement which of the following concern you:

_____Estate Planning
_____Legal Planning
_____Taxes
_____Retirement Income
_____Social Security
_____Medicare
_____My Health
_____My Education
_____Leisure Time Activities
_____Need For Employment
_____Where To Live
_____Other (Please explain)

_____

_____

_____

_____

I. Check below the items in which you have been involved during the past year.

____Legal Planning
____Insurance Planning
____Financial Planning
____Health Planning
____Social Security Planning
____Professional Organizations
___Occupational Organizations
___Service Clubs
___Education For Credit
___Adult Education
___Seasonal Employment
___Fraternal Organizations
__Church Organizations
__Social Clubs
__Personal Counseling
__Civic Organizations
__ Other (Please explain)

_____

_____

_____

_____

J. Where did you first learn about the Pre-Retirement Planning Center?

_____Newspaper article
_____Newspaper Advertisement
_____Drake Brochure
_____Employer
_____Radio or T.V. Announcement
_____A friend
_____Husband or wife
_____Other (what source?)_____

_____

EVALUATION FORM - PRE-RETIREMENT PLANNING CENTER

Please circle number you feel appropriate

1. Rate your over-all opinion of the retirement planning programs:

   Excellent 1 2 Average 3 4 Poor 5 6

2. Which session did you like BEST? Why?

   _____

3. Which session did you like LEAST? Why?

   _____

4. Were the objectives of the program made clear to you prior to or during the first session?

   Completely 1 2 Somewhat 3 4 Not At All 5 6

5. What was the extent to which these objectives were met?

   Completely 1 2 Somewhat 3 4 Not At All 5 6

6. Was the emphasis of the program on the areas which are of importance to you?

   Completely 1 2 Somewhat 3 4 Not At All 5 6

7. The amount of the material was:

   Too Much 1 2 Adequate 3 4 Insufficient 5 6

8. Rate the retirement planning sessions as to amount of NEW information gained?

   Extensive 1 2 Adequate 3 4 Insufficient 5 6

9. Rate the retirement planning sessions as to the amount of USABLE information:

   Beneficial 1 2 Some Use 3 4 Limited Use 5 6

10. The length of the sessions was:

    Too Long 1 2 About Right 3 4 Too Short 5 6

11. Rate the opportunity for <u>you</u> to exchange or share ideas during the sessions:

    Excellent 1 2 Average 3 4 Poor 5 6

12. Check below the areas in which you are still concerned about as you approach retirement:

_____Estate Planning	____Social Security	_____Leisure Time Activities
_____Legal Planning	_____Medicare	_____Need for Employment
_____Taxes	_____My Health	_____Where To Live
_____Retirement Income	_____My Education	_____Other (Please Explain)

_____

_____

_____

13. Would you like to participate in another similar program? _____Yes _____ No
If yes, what additional topic(s) should be covered _____

14. Check below the activities in which you have sought additional information or have become involved in either during or since the pre-retirement sessions:

__Legal Planning	__Occupational Organizations	__Church Organizations
__Insurance Planning	__Service Clubs	__Social Clubs
__Financial Planning	__Education For Credit	__Personal Counseling
__Health Planning	__Adult Education	__Civic Organizations
__Social Security Planning	__Seasonal Employment	__Other (Please Explain)
__Professional Organizations	__Fraternal Organizations	

_____

_____

_____

15. Now that you have completed the sessions on retirement planning at what age do you believe you will retire? _____ What do you estimate will be your personal total monthly income at Retirement? _____Do you now anticipate a need for employment after retirement? _____Full-time _____Part-time _____No Need.

16. What single aspect did you enjoy most about the sessions? _____

_____

_____

_____

17. Comments:

_____
Your Name

PRE-RETIREMENT PLANNING CENTER
DRAKE UNIVERSITY

Confidential Data Form -- Organizations

Company or Organization name_____

Company Address_____

Nmae of respondent_____

Position_____

1. Please classify your organization or company according to one of the following:

Manufacturing_____	Finance _____
Processing_____	Church _____
Insurance _____	Service Industry _____
Construction _____	Transportation _____
Governmental_____	Retailing _____

2. How many persons are employed by your company or organization?
_____

How mnay persons employed by your company or over 50?_____

3. Does your company have a compulsory or automatic retirement provision, e.g., retirement at age 65? Yes_____No_____

If yes, at what age?_____

4. Does your company have a retirement pension plan? Yes____No____

If yes, for how many years has it had a plan (all plans)?_____

How many employees are covered by the plan?_____

Does your retirement pension plan have a compulsory or automatic retirement provision? Yes_____No_____

If yes, at what age?_____

5. Is your organization unionized? Yes_____No_____

   If yes, what percent (approximate) of total employees belong?_____

6. Does your company or organization presently provide any of the following to employees?

_____Printed materials concerning company's pension plan.

_____Individual consultation on pension plan.

_____Group presentations on pension plan.

_____Information on retirement housing.

_____Information on retirement budgeting.

_____Information on leisure-time activities or volunteer work.

_____Information on insurance and/or health plans for retirees.

_____Individual pre-retirement planning and/or counseling.

_____Group pre-retirement planning sessions.

_____Other, please explain:

DRAKE UNIVERSITY
PRE-RETIREMENT PLANNING CENTER

WORKSHOP EVALUATION FORM

1. Please indicate how effective the workshop presentations and discussions have been in acquainting or reacquainting you with the concept of pre-retirement planning for employees. (Circle one)

Very Effective	Moderately Effective	Undecided	Moderately Ineffective	Very Ineffective

2. Were the objectives of the workshop made clear to you prior to or during the first session? (Circle number you feel appropriate.)

Completely		Somewhat		Not at all	
1	2	3	4	5	6

3. What was the extent to which these objectives mere met? (Circle number)

Completely		Somewhat		Not at all	
1	2	3	4	5	6

4. Rate the retirement planning workshop as to the amount of USABLE information for planning a retirement planning program in your organization. (Circle number)

Completely		Somewhat		Not at all	
1	2	3	4	5	6

5. The length of the workshop was: (Circle number)

Too long		About right		Too short	
1	2	3	4	5	6

6. Which session (s) of the workshop were of most INTEREST?

_____

7. Which session (s) of the workshop were of most USE?

_____

8. What other topics, if any, should be covered in future workshops?

_____

9. As a result of your participation in the workshop do you anticipate instituting a new program or expanding your present program of pre-retirement planning. (Circle one)

Yes No

10. Your comments:

_____
Signature

APPENDIX B

THE CONSTRUCTION, VALIDATION AND STATISTICAL CHARACTERISTICS OF THE DUGGER PRE-RETIREMENT ATTITUDE, INTEREST, ADJUSTMENT SCALE

James G. Dugger
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1969

GENERAL CONSIDERATIONS

The Dugger Pre-Retirement Attitude, Interest Adjustment Scale was developed for the purpose of measuring the effectiveness of the programs conducted by the Drake University Pre-Retirement Planning Center. The test was developed in harmony with the philosophy and purposes of the project, i.e. "The purpose of the proposed investigation would be to determine the relationship between personal maladjustment as measured by the self-concept, attitudes toward self and the amount of anxiety regarding retirement problems as seen in the five audiences to be recruited."[1]

Accordingly, it seemed proper to develop instruments to measure the self concept, both as perceived self and the ideal self; attitudes toward work; attitudes toward retirement; and adjustment to new life styles as a result of retirement planning.

In attempting to describe the function of the testing program of the pre-retirement center, with emphasis on the self concept theory, some hypotheses or working principles were explored.

1. The individual has within himself the capacity to understand those aspects of himself and of his life which are causing him dissatisfaction or anxiety and the capacity and the tendency to reorganize himself and his relationship to life in the direction of self-actualization and maturity in such a way as to bring a greater degree of internal comfort.

2. This capacity will be released, and personal growth will be most facilitated, when the pre-retirement center can create a psychological climate characterized by (a) a genuine acceptance of the individual as a person of unconditional worth; (b) a continuing, sensitive attempt to understand the

existing feelings and communications of the individual, as they seem to the individual, without any effort to diagnose or alter those feelings; and (c) a continuing attempt to convey something of this empathic understanding to the individual.

3. In such an acceptant, understanding and nonthreatening psychological atmosphere, the individual will reorganize himself at both the conscious and the deeper levels of his personality in such a manner as to cope with life and retirement more constructively, more intelligently, and in a more socialized as well as a more satisfying way. More specifically, it is hypothesized that the individual, through participation in retirement planning programs, will become more understanding of self and others, more accepting of self and others, more creative, more adaptive, more self-directing and autonomous, more mature in behavior, less defensive and more tolerant of frustrations.

II

DESCRIPTION

The self concept or self-structure is defined as an organized, fluid but consistent, conceptual pattern of the characteristics of the "I" or the "me" which are admissible into awareness, together with the values attached to those concepts. This implies that many single self-perceptions, standing in relation each to the other, exist for the same individual. It is quite possible for the individual to order these self-percepts into categories of "unlike me" to "like me."

This subjective scale, does not however, yield any clues as to the values attached to the self concepts. In order to take care of this criss-cross of metrics, the notion of ideal self concept was introduced. This is here defined as the organized conceptual pattern of characteristics and emotional states which the individual consciously holds as desirable (and undesirable) for himself. The assumption is that the individual is able to order his self perceptions from "like the ideal person" to "unlike the ideal person." This subjective scale would then yield a distribution of the same characteristics or self perceptions which were ordered along the scale of "like me" to "unlike me."

The discrepancy between the placements of a given characteristic on the self scale and the ideal scale would yield an indication of self-esteem. It would indicate operationally not only the way in which the individual perceived himself as possessing this given characteristic but the degree to which he values this state. The discrepancies between self and ideal self on all these characteristics would yield an index of self-esteem or self-value.

These assumption about ordering of characteristics are implemented by means of a list of self referent statements. The scale consists of 100 items containing 26 statements regarding attitudes toward retirement and 74 statements taken from therapeutic protocols regarding adjustment. The individual is asked to make the items into three metrics, "like me," "unlike me," and "don't know." The instructions for completing the perceived self form are:

> This scale is used for obtaining a record of attitudes about yourself. It is not a test. There are no right or wrong answers. An answer is right only if it is true of you.
>
> There are 100 sentences in this scale. Read each sentence carefully and decide if the characteristic it describes is most or least like you. If it is an attitude which is like you most of the time, place an X in the "MOST LIKE ME" column. If the attitude expressed is not like you, place an X in the "LEAST LIKE ME" column. If, for some reason, you are unable to decide whether the statement is more or less like you, place an X in the "DON'T KNOW" column.
>
> Some statements may seem trivial or foolish. Please mark your choice, anyway, by putting down your first reaction and going on. It is important that you reply to all of the statements. Your answers will be kept strictly confidential.

The same set of 100 sentences are presented the second time on an Ideal Self Form of the test, and this time the individual is asked to make the items on the metrics, "LEAST LIKE IDEAL PERSON," "MOST LIKE IDEAL PERSON," AND "DON'T KNOW." The following instructions are given for the Ideal Self Form:

> This scale is used for obtaining a record describing the person you would most like to be. It is not a test. There are no right or wrong answers. An answer is right only if it describes the person you would most like to be.
>
> There are 100 sentences in this scale. Read each sentence carefully and decide if the characteristic it describes is most or least like the individual who is an "Ideal Person." If it is a statement which is most like this ideal person, place an X in the "MOST LIKE

IDEAL PERSON" column. If the attitude expressed is not like the Ideal Person, place an X in the "LEAST LIKE IDEAL PERSON" column. If, for some reason, you are unable to decide whether the statement is more or less like the ideal person, place an X in the "DON'T KNOW" column.

Some statements may seem foolish or trivial. Please mark your choice, anyway, by putting down your first reaction and going on. It is important that you reply to all of the statements. Your answers will be kept strictly confidential.

Both forms of the scale are presented as pre-program and post program tests and the differences in discrepancy scores between the perceived and ideal self are noted and change scores from pre to post test are calculated.

III

SCORING

In scoring the tests, the individual statements must be taken into account. There are 26 items reflecting attitudes toward retirement (1,3, 8, 10, 14, 17, 20, 21, 24, 30, 31, 34, 39, 45, 46, 48, 57, 58, 60, 66, 81, 82, 87, 89, 92, and 93). A template overlay is used to score the 26 items. Thirteen of the statements are negative items which are scored plus if marked "unlike me" or "unlike ideal person" and scored minus if marked "like me" or "like ideal person." They remain invariant if the don't know column is marked. Thirteen positive statements are scored plus if marked "like me" or "unlike ideal person." They, too, remain invariant if the "don't know" column is marked.

A perfect attitude toward retirement would be reflected in a score of +26 (as measured by this test). The 26 items tapping attitudes toward retirement center around the five areas that "experts" have to say one should plan to have when he retires: (1) good health, (2) adequate income (3) pleasant home and surroundings, (4) something satisfying to occupy his time and (5) congenial companions.

There are 74 adjustment score items, 37 positive statements and 37 negative statements, scored like the 26 retirement attitude items. Negative items on the adjustment scale (scored +1 on "unlike me," or "unlike ideal person," and -1 on "like me," or "like ideal person") are: 2, 6, 7, 13, 16, 18, 25, 28, 32, 36, 38, 40, 42, 43, 49, 50, 52, 54, 56, 59, 62, 64, 65, 69, 70, 71, 73, 76, 77, 83, 84, 85, 86, 90, 95, 99, and 100. Positive items (scored +1 on "like me," or "like ideal person," and -1 on "unlike me," or

"unlike ideal person") are: 4, 5, 9, 11, 12, 15, 19, 22, 23, 26, 27, 29, 33, 35, 37, 41, 44, 47, 51, 53, 55, 61, 63, 67, 68, 72, 74, 75, 78, 79, 80, 88, 91, 94, 96, 97, 98.

The 74 statements used to measure the self-concept, adjustment, and the discrepancy between the perceived self and the ideal self were taken at random from available therapeutic protocols, reworded for clarity, and tested out in pilot projects conducted at Drake University in Des Moines, Iowa.

If retirement planning results in more improvement in psychological well-being than do other experiences in general, then:

1. The concept of the self should change and attitudes toward retirement should change in a significant positive relationship as the result of the retirement planning programs.

2. The concepts of the self and the ordinary person should become more like each other and more similar to the ideal after retirement planning, or there will be less of a discrepancy between the perceived self and the ideal self as a result of the retirement planning programs.

3. The adjustment value of the concepts of the self and the ordinary person should increase more as a result of the retirement planning programs.

IV

VALIDATION AND STATISTICAL CONSIDERATIONS

Continuous validation studies are being conducted on the Dugger Pre-Retirement Attitude, Interest Adjustment Scale.

Figure 1 shows the ages of the participants of the Drake University Pre-Retirement Planning Program for the first year of operation (June 1, 1967 to August 31, 1968). The average (mean) age of all of the participants for this period was 57.25 and ranged from 45 to 72.

Figure 2 shows the ages of the 77 persons included in the validation sample to date. This group of 77 male and female subjects had an average (mean) age of 56.0 and the ages ranged from 49 to 66 years. Statistically the groups are alike enough to make meaningful comparison and significant statements concerning the validity of the test.

Table 1 shows the income of the participants of the pre-retirement planning center during its first year of operation while income for the validation sample is shown in Table 2. The difference in the two groups is not statistically significant.

Table 3 shows the education of the participants of the pre-retirement planning center for the first year of operation.

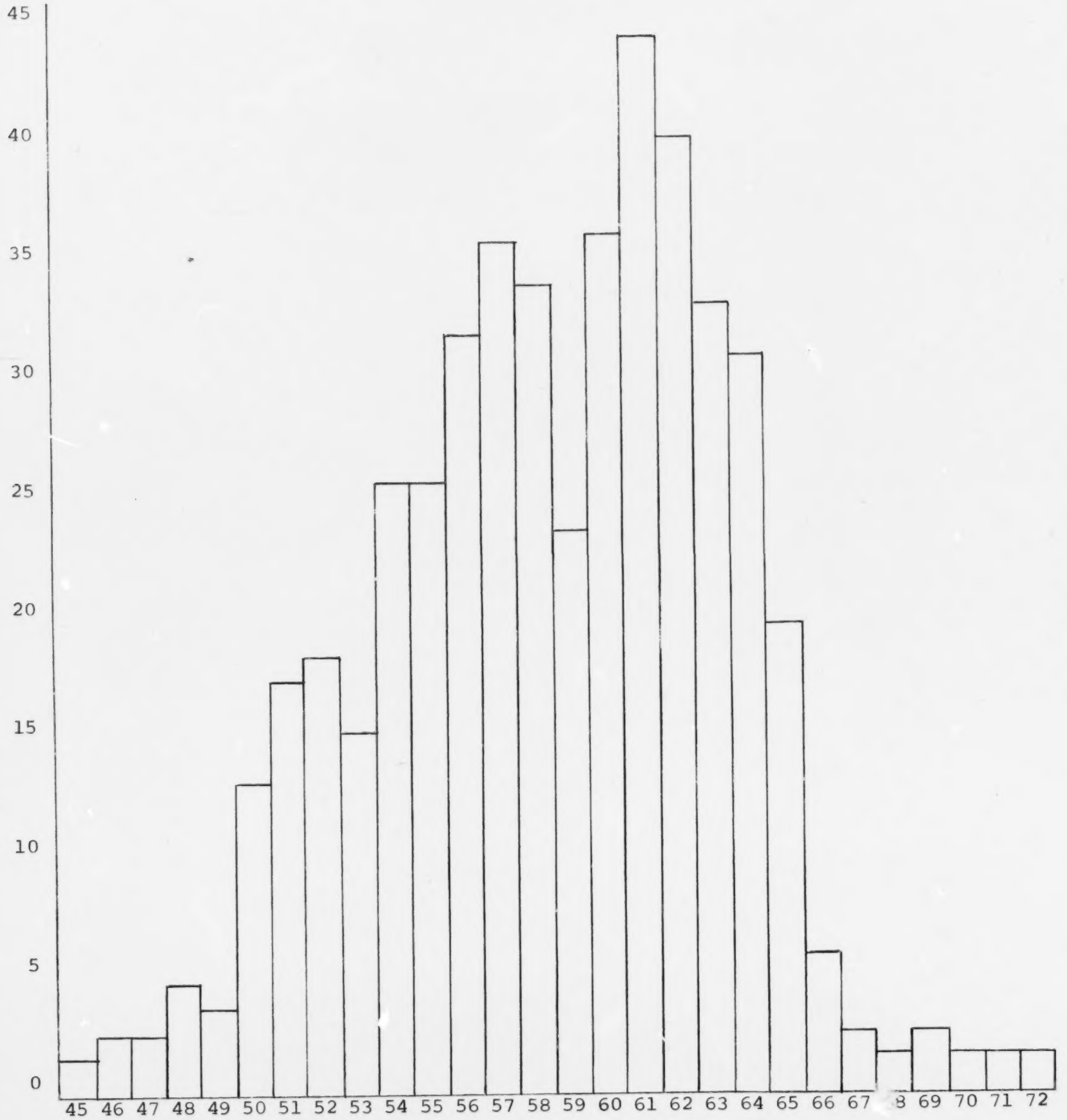

Figure 1: Ages of the Participants
of the Drake University
Pre-Retirement Planning Program

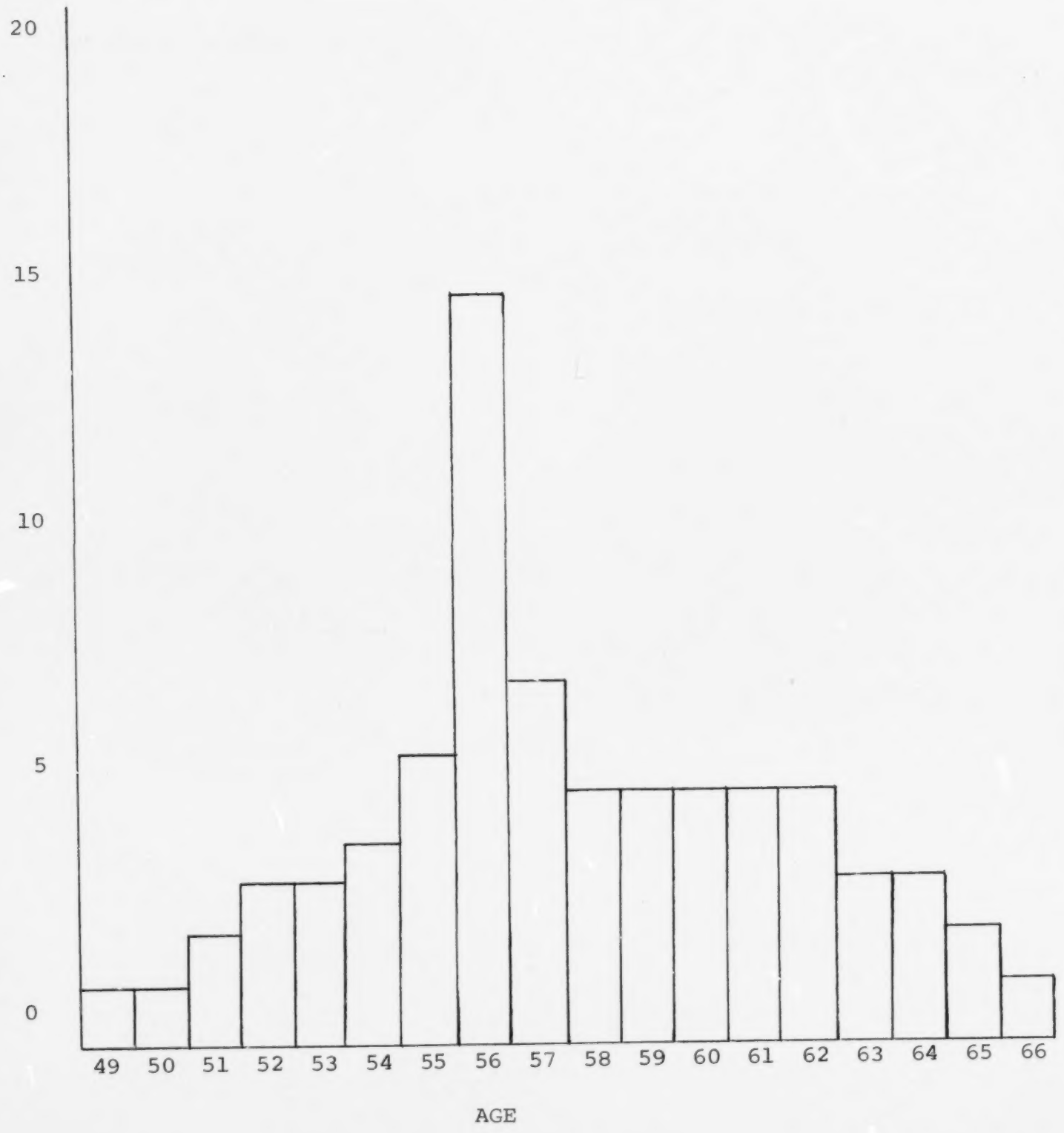

Figure 2. Ages of the validation sample

TABLE 1

INCOME OF THE PARTICIPANTS*
OF THE
PRE-RETIREMENT PLANNING CENTER

INCOME	NUMBER OF PEOPLE		
	MALE	FEMALE	TOTAL
Over 10,000	88	20	108
9,000 - 10,000	15	12	27
Over 9,000	15	2	17
8,000 - 9,000	22	7	29
7,000 - 8,000	20	12	32
6,000 - 7,000	26	19	45
5,000 - 6,000	17	26	43
4,000 - 5,000	4	40	44
Less Than 4,000	1	33	34

*Not answered by 65 participants including 9 males and 56 females

TABLE 2

INCOME
OF THE
VALIDATION SAMPLE

INCOME	NUMBER OF SUBJECTS		
	MALE	FEMALE	TOTAL
Over 10,000	17	4	21
9,000 - 10,000	9	6	15
8,000 - 9,000	7	4	11
7,000 - 8,000	4	8	12
6,000 - 7,000	1	8	9
5,000 - 6,000	3	5	8
4,000 - 5,000	0	1	1
Less than 4,000	0	0	0

TABLE 3

EDUCATION OF THE PARTICIPANTS*
OF THE
PRE-RETIREMENT PLANNING CENTER

EDUCATION	NUMBER OF PEOPLE		
	MALE	FEMALE	TOTAL
Master's Degree	16	12	28
Graduate	41	31	72
3 Years College	12	11	23
2 Years College	18	22	40
1 Year College	10	15	25
Trade, Business, or Tech.	26	49	75
12th Grade	46	72	118
11th or Less	46	14	60

*Not answered by 3 participants including 2 males and 1 female

TABLE 4

EDUCATION
OF THE
VALIDATION SAMPLE

EDUCATION	NUMBER OF PEOPLE		
	MALE	FEMALE	TOTAL
Master's or Doctor's	13	4	17
Graduate	7	6	13
3 Years College	6	8	14
2 Years College	5	6	11
1 Year College	2	5	7
Trade, Business, or Tech	3	5	8
12th Grade	3	1	4
11th or Less	2	1	3

The educational differences of the 1967-68 participants is not statistically different from the validation sample reported in Table 4.

The first year participants included 272 females and 231 males. Of the 503 total participants 46% were males and 54% were females. The validation sample consisted of 41 or 53% males, and 36 or 47% females.

Attitude Change. The first measure of effectiveness of the first year of operation was designed to examine the change in individual attitudes toward retirement as a function of participation in the pre-retirement center's seven-week program by utilizing pre-program and post-program test scores on the Dugger Pre-Retirement Attitude, Interest Adjustment Scale. If the Scale is to be valid, it must be sensitive to attitude changes in a positive direction as a result of the seven center sessions. Ordinary experiences should not result in a change in attitudes as measured by the attitude scale.

The total mean difference for the first year operation on attitude was 1.84, yielding a t statistic value of 4.602 which was significant at the .001 level. One would not expect this great a difference in change of attitude to occur 99.9 per cent of the time as a result of chance variables alone.

The total mean difference for the validation sample on attitude toward retirement was 0.800 which yielded a t statistic value of 0.020. This value is not significant and indicates that the small mean change in attitudes toward retirement in the validation sample was due to chance factors.

Adjustment Change. The second measure of effectiveness of the first year operation was designed to examine the change in adjustment with respect to retirement as a function of participation in the program by utilizing pre-program and post-program test scores on the Dugger Pre-Retirement Attitude,

Interest Adjustment Scale. If the Scale is to be valid, it must be sensitive to adjustment changes in a positive direction as a result of the seven center sessions. Ordinary life experiences should not result in a significant change in adjustment as measured by the adjustment scale.

The total mean difference on adjustment for the first year participants was 3.39. This yielded a t statistic value of 3.700 which is significant at the .001 level. This decrease in the difference scores from pre-program to post-program testing is interpreted to mean that, as a result of participation in the pre-retirement program, participants showed a significant positive increase in adjustment with respect to retirement.

The mean change score on adjustment for the validation sample was -2.40. This mean difference yielded a t statistic value of -1.380. This value was not significant and indicates that the Dugger Pre-Retirement Attitude, Interest Adjustment Scale is valid and reliable and is sensitive to changes in attitudes and adjustment toward retirement in a planned, systematic, and significant seven-session program in pre-retirement planning. Ordinary life experiences are not reflected in change scores on either attitude or adjustment which are significant.

PRE-RETIREMENT PERCEIVED-SELF ATTITUDE SCALE

This scale is used for obtaining a record of attitudes about yourself. It is not a test. There are no right or wrong answers. An answer is right only if it is true of you.

There are 100 sentences in this scale. Read each sentence carefully and decide if the characteristic it describes is most or least like you. If it is an attitude which is like you most of the time, place an X in the "MOST LIKE ME" column. If the attitude expressed is not like you, place an X in the "LEAST LIKE ME" column. If, for some reason, you are unable to decide whether the statement is more or less like you, plase an X in the "DON'T KNOW" column.

Some statements may seem trivial or foolish. Please mark your choice, anyway, by putting down your first reaction and going on. It is important that you reply to all of the statements. Your answers will be kept strictly confidential.

PRE-RETIREMENT SELF ATTITUDE SCALE

Mark according to the way you feel about yourself

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
*1. I am looking forward to the day I can retire.			
2. I put on a false front.			
*3. My financial status is not adequate for one who is retiring.			
4. I make strong demands on myself.			
5. I often kick myself for the things I do.			
6. I often feel humiliated.			
7. I doubt my sexual powers.			
*8. I am aware of how money can work for me after I retire.			
9. I have a warm emotional relationship with others.			
*10. I like to make plans, spend a lot of time, and have a lot of fun in getting ready for retirement.			
11. I am responsible for my troubles.			
12. I am a responsible person.			
13. I have a feeling of hopelessness.			
*14. I am protecting my retirement years by maintaining a healthy and vigorous body.			
15. I can accept most social values and standards.			
16. I have few values and standards of my own.			
*17. I will continue to learn new things and to get new ideas all through life.			
18. It is difficult to control my aggression.			
19. Self-control is no problem to me.			
*20. My choice of retirement living arrangements should be made only after serious thought.			

*Items marked * constitute the 26 items of the attitude scale; the remaining 74 items constitute the adjustment with respect to retirement scale

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
*21. I am looking forward to doing only what I've always wanted to when I retire.			
22. I usually like people.			
23. I express my emotions freely.			
*24. After retirement, I must keep occupied to remain happy.			
25. I want to give up trying to cope with the world.			
26. I can usually live comfortable with the people around me.			
27. My hardest battles are with myself.			
28. I tend to be on my guard with people who are somewhat more friendly than I had expected.			
29. I am optimistic.			
*30. I believe that retirement is the best years of one's life.			
*31. I practice good money management in order to have enough money to retire on.			
32. I usually feel driven.			
33. I am liked by most people who know me.			
*34. I seriously neglect my health because it does not matter in the years ahead.			
35. I am sexually attractive.			
36. I feel helpless.			
37. I can usually make up my mind and stick to it.			
38. My decisions are not my own.			
*39. I haven't thought much about retirement.			
40. I am a hostile person.			
41. I am contented.			
42. I am disorganized.			
43. I feel apathetic.			
44. I am poised.			

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
*45. I want pleasant living arrangements when I retire.			
*46. I do not worry over health problems spoiling my retirement.			
47. I am impulsive.			
*48. I want something useful and constructive to occupy my time when I retire.			
49. I don't trust my emotions.			
50. It's pretty tough to be me.			
51. I am a rational person.			
52. I have the feeling that I am just not facing things.			
53. I am tolerant.			
54. I try not to think about my problems.			
55. I have an attractive personality.			
56. I am shy.			
*57. I have close friends to keep me company when I retire.			
*58. I have nothing but emptiness and frustration to look forward to in retiring.			
59. I am no one. Nothing seems to be me.			
*60. Since I've spend my lifetime working, I'm going to sit back and loaf when I retire.			
61. I am ambitious.			
62. I despise myself.			
63. I have initiative.			
64. I shrink from facing a crisis or difficulty.			
65. I just don't respect myself.			
*66. I believe that I will grow tired of doing only what I've always wanted to when I retire.			
67. I take a positive attitude toward myself.			
68. I am assertive.			

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
69. I am afraid of a full-fledged disagreement with a person.			
70. I can't seem to make up my mind one way or another.			
71. I am confused.			
72. I am satisfied with myself.			
73. I am a failure.			
74. I am likable.			
75. My personality is attractive to the opposite sex.			
76. I am afraid of sex.			
77. I have a horror of failing in anything I want to accomplish.			
78. I am relaxed, and nothing really bothers me.			
79. I am a hard worker.			
80. I feel emotionally mature.			
*81. It is not necessary to get too concerned over the choice of retirement living arrangements.			
*82. I believe that one cannot learn after he reaches 60 or 70 years of age.			
83. I really am disturbed.			
84. All you have to do is just insist with me, and I give in.			
85. I feel insecure within myself.			
86. I have to protect myself with excuses, with rationalizing.			
*87. I will put off making any plans for retirement until the time I retire.			
88. I am intelligent.			
*89. I am uncertain as to how investment programs can aid in my retirement.			
90. I feel hopeless.			

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
91. I am self-reliant.			
92. I will have no worry over money matters when I retire.			
93. The thoughts of retirement scare me.			
94. I am different from others.			
95. I am unreliable.			
96. I understand myself.			
97. I am a good mixer.			
98. I feel adequate.			
99. I am worthless.			
100. I dislike my own sexuality.			

APPENDIX C

EVALUATION OF THE DRAKE UNIVERSITY PRE-RETIREMENT PLANNING PROGRAM

Don C. Charles, Ph.D.
Iowa State University

The purpose of this study was to evaluate the effect of the seven-week Drake University Pre-Retirement Planning Program (described elsewhere) on the participants.

The evaluation was concerned first with identification of specific changes on responses to items on two instruments administered before and after the course experience, and second to attempt to relate various personal and experiential characteristics of participants to these changes. The latter included some selection and treatment data. Opinions of subjects were also secured.

Subjects. A total of 368 subjects from the 1968-69 series of classes were included in the evaluation, although all subjects did not complete all items used in the evaluation.

Instruments. Three devices were used in gathering data.

1. "Confidential Descriptive Data Form" was an information-gathering device used regularly by the Center in the first session of each series. It included questions related to education, income and similar personal characteristics, and lists of items of concern and involvement in the lives of subjects. The items of concern and involvement constituted in effect a pre-test, while personal data reported could be used in evaluation. An "Evaluation Form" was administered after the conclusion of the course. In addition to questions of opinion about the course experience, this form included the

same concern and involvement items as the first questionnaire, making this in effect a post-test; thus change over the seven-week period could be identified. (See Appendix for copies of these forms)

2. "Pre-Retirement Perceived Self-Attitude Scale" was a 100-item collection of statements to which the subject responded "Most Like Me," "Don't Know," and "Least Like Me." The device was developed earlier by a Drake faculty member (Professor J. Dugger) for use in the program. This attitude measurement device was administered before and after the course experience, providing another source of change scores for the period. (See Appendix for copy)

3. The "16-PF Test" was administered in the beginning of the program series. This is a standard factored personality-temperament scale* and contributed personality measures to be related to change scores.

Method. Data from the sources described above were recorded on forms by the Center Staff. (See Appendix) Names of subjects were coded to protect privacy. Data were transferred from the forms to IBM cards by staff of the Computation Center of Iowa State University. Five cards were required for each subject.

For the first analysis, (Part I) that of change of response to items of the questionnaires, a chi-square contingency program was run, on the

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*16-PF Test, Institute for Personality and Ability Testing, 1602 Coronado Drive, Champaign, Illinois. Copyright 1956, 1957, 1961, 1962.

computer, that is, a contingency of responding similarly to items, versus a contingency of responding differently. These chi-squares were run on the "concern" and "involvement" items on page two of the Confidential Data Descriptive Form and the Evaluation Form (29 items) and on the test-retest data from the Pre-Retirement Perceived Self Attitude Scale (100 items).

A majority of the chi-squares were statistically significant. To identify items showing greatest change, that is, change of practical significance, pre-test and post-test change scores were plotted on graphs and diagonals were drawn, segregating those items showing marked change.

In Part II of the study, after items showing marked change had been identified (17 from the descriptive data forms, and 15 from the attitude scale), the personal characteristics from the data form and the 16 trait scores from the personality test were related to each of the change items to determine whether individuals with certain characteristics were more likely than others to respond to an experience such as that provided by the Center.

Also, number of sessions attended was related to change to determine the effect of total versus partial exposure to the series.

Responses to items of opinion about the course from the Evaluation Form, given after the classes were completed, were tabulated to show frequency of each choice.

Results (Part I)

Change

A. Concern and Involvement Items.

Change in response to these 29 items from page two of the Confidential

Descriptive Data Form and the Evaluation Form was described in the following fashion:

		Pretest	
		No	Yes
Post-test	No	N	N
	Yes	N	N

Thus it could be determined how many individual subjects responded "no" concern or involvement both before and after the course, how many reported "yes" both times, and how many changed from "yes" to "no" and vice versa for each item. By comparing the lower left cell (change from "no" to "yes" response) to the upper right cell (change from "yes" to "no" response) the net positive or negative change within the group could be determined.

The changes in each item are set forth in Table 1. Change of response varies from -28 (concern for Legal Planning) through 0 change (Estate Planning concern), to +109 (participation in Church Organizations). All the accumulated changes are displayed graphically in Figure 1. In this figure, the positive and negative change frequency is plotted for each item. Two diagonals are drawn, segregating the items that showed greatest positive or negative change. The 17 items thus separated from the middle group are cited individually in Table 3.

Descriptive Data Form

"As you approach retirement, which of the following concern you:"

Item Title		Net Change
23	Estate Planning	0
24	Legal Planning	-28
25	Taxes	- 4
26	Retirement Income	+14
27	Social Security	+28
28	Medicare	+34
29	My Health	+35
30	My Education	- 3
31	Leisure Time Activities	+55
32	Need for Employment	-17
33	Where to Live	+10
34	Other	- 9

"Check below the items in which you have been involved during the past year."

Item Title		Net Change
35	Legal Planning	-13
36	Insurance Planning	+ 9
37	Financial Planning	-11
38	Health Planning	- 2
39	Social Security Planning	-22
40	Professional Organizations	+30
41	Occupational Organizations	+29
42	Service Clubs	+19
43	Education for Credit	+ 9
44	Adult Education	+19
45	Seasonal Employment	- 6
46	Fraternal Organizations	+43
47	Church Organizations	+109
48	Social Clubs	+65
49	Personal Counseling	- 1
50	Civic Organizations	+21
51	Other	+ 9

Table 1. Net changes in frequency of responses to items of Descriptive Data Form, before and after course. Plus indicates more expressed concern or involvement, negative the opposite.

Table 2, p. 1

Pre-Retirement Self-Attitude Scale

"Mark according to the way you feel about yourself."

Item	Description	Net Change
1.	I am looking forward to the day I can retire.	+ 9
2.	I put on a false front.	+ 1
3.	My financial status is not adequate for one who is retiring.	-15
4.	I make strong demands on myself	+ 8
5.	I often kick myself for the things I do.	- 3
6.	I often feel humiliated.	- 2
7.	I doubt my sexual powers.	+ 3
8.	I am aware of how money can work for me after I retire.	+22
9.	I have a warm emotional relationship with others.	+ 2
10.	I like to make plans, spend a lot of time, and have a lot of fun in getting ready for retirement.	+18
11.	I am responsible for my troubles.	- 3
12.	I am a responsible person.	+ 5
13.	I have a feeling of hopelessness.	- 5
14.	I am protecting my retirement years by maintaining a healthy and vigorous body.	- 6
15.	I can accept most social values and standards.	+ 3
16.	I have few values and standards of my own.	-12
17.	I will continue to learn new things and to get new ideas all through life.	+ 2
18.	It is difficult to control my aggression.	-14
19.	Self-control is no problem to me.	+10
20.	My choice of retirement living arrangements should be made only after serious thought.	+10
21.	I am looking forward to doing only what I've always wanted to do when I retire.	+10
22.	I usually like people.	+ 1
23.	I express my emotions freely.	- 5
24.	After retirement, I must keep occupied to remain happy.	+ 1
25.	I want to give up trying to cope with the world.	- 5
26.	I can usually live comfortably with the people around me.	- 8
27.	My hardest battles are with myself	- 3
28.	I tend to be on my guard with people who are somewhat more friendly than I had expected.	+ 7
29.	I am optimistic.	+ 5
30.	I believe that retirement is the best years of one's life.	+14
31.	I practice good money management in order to have enough money to retire on.	+ 7
32.	I usually feel driven.	- 7
33.	I am liked by most people who know me.	+ 1

Table 2, p. 2

34.	I seriously neglect my health because it does not matter in the years ahead.	- 3
35.	I am sexually attractive.	+15
36.	I feel helpless.	- 3
37.	I can usually make up my mind and stick to it.	+12
38.	My decisions are not my own.	-10
39.	I haven't thought much about retirement	- 3
40.	I am a hostile person.	+ 5
41.	I am contented.	- 9
42.	I am disorganized.	- 3
43.	I feel apathetic.	-10
44.	I am poised.	- 1
45.	I want pleasant living arrangements when I retire.	- 1
46.	I do not worry over health problems spoiling my retirement.	0
47.	I am impulsive.	- 2
48.	I want something useful and constructive to occupy my time when I retire.	+ 1
49.	I don't trust my emotions.	-16
50.	It's pretty tough to be me.	- 2
51.	I am a rational person.	+ 7
52.	I have the feeling that I am just not facing things.	- 1
53.	I am tolerant.	-10
54.	I try not to think about my problems	+ 6
55.	I have an attractive personality.	- 1
56.	I am shy.	-11
57.	I have close friends to keep me company when I retire.	+ 5
58.	I have nothing but emptiness and frustration to look forward to in retiring.	-10
59.	I am no one. Nothing seems to be me.	- 8
60.	Since I've spent my lifetime working, I'm going to sit back and loaf when I retire	- 4
61.	I am ambitious.	+ 2
62.	I despise myself.	+ 3
63.	I have initiative.	- 1
64.	I shrink from facing a crisis or difficulty.	-20
65.	I just don't respect myself.	- 9
66.	I believe that I will grow tired of doing only what I've always wanted to do when I retire.	+ 5
67.	I take a positive attitude toward myself.	- 1
68.	I am assertive.	+ 4
69.	I am afraid of a full-fledged disagreement with a person.	+ 6
70.	I can't seem to make up my mind one way or another.	+ 3
71.	I am confused.	+ 1
72.	I am satisfied with myself.	+ 5
73.	I am a failure.	- 3

Table 2, p. 3

74.	I am likeable	+12
75.	My personality is attractive to the opposite sex.	+17
76.	I am afraid of sex.	+ 7
77.	I have a horror of failing in anything I want to accomplish.	- 1
78.	I am relaxed, and nothing really bothers me.	+ 6
79.	I am a hard worker.	- 5
80.	I feel emotionally mature	- 1
81.	It is not necessary to get too concerned over the choice of retirement living arrangements.	- 1
82.	I believe that one cannot learn after he reaches the age of 60 or 70 years of age.	- 4
83.	I really am distrubed.	- 4
84.	All you have to do is just insist with me, and I give in.	- 1
85.	I feel insecure within myself.	- 5
86.	I have to protect myself with excuses, with rationalizing.	- 4
87.	I will put off making any plans for retirement until the time I retire.	- 1
88.	I am intelligent.	+ 2
89.	I am uncertain as to how investment progr. ns can aid in my retirement.	-39
90.	I feel hopeless.	- 2
91.	I am self-reliant.	+ 1
92.	I will have no worry over money matters when I retire.	+19
93.	The thoughts of retirement scare me.	+ 1
94.	I am different from others.	+ 9
95.	I am unreliable.	+ 2
96.	I understand myself.	+ 7
97.	I am a good mixer.	+ 9
98.	I feel adequate.	+12
99.	I am worthless.	- 5
100.	I dislike my own sexuality.	+ 2

Table 2. Net changes in frequency of responses to items of Pre-Retirement Perceived Self-Attitude Scale, before and after course. Plus indicates more expression of "Most like me" choices, negative more "Least like me" choices.

Increase in Concern:

Item 27. Social Security
Item 28. Medicare
Item 29. My Health
Item 31. Leisure Time Activities

Increase in Involvement:

Item 40. Professional Organizations
Item 41. Occupational Organizations
Item 42. Service Clubs
Item 44. Adult Education
Item 46. Fraternal Organizations
Item 47. Church Organizations
Item 48. Social Clubs
Item 50. Civic Organizations

Decrease in Concern:

Item 24. Legal Planning
Item 32. Need for Employment
Item 34. Other (miscellaneous)

Decrease in Involvement:

Item 35. Legal Planning
Item 39. Social Security Planning

Table 3. Items of Descriptive Data Form showing greatest change in response frequency, before and after course.

Change in direction of "Most like me:"

Item 8. I am aware of how money can work for me after I retire.
Item 10. I like to make plans, spend a lot of time, and have a lot of fun in getting ready for retirement.
Item 37. I can usually make up my mind and stick to it.
Item 75. My personality is attractive to the opposite sex.
Item 98. I feel adequate.

Change in direction of "Least like me:"

Item 3. My financial status is now adequate for one who is retiring.
Item 16. I have few values and standards of my own.
Item 18. It is difficult to control my aggression.
Item 38. My decisions are not my own.
Item 41. I am contented.
Item 43. I feel apathetic.
Item 49. I don't trust my emotions.
Item 56. I am shy.
Item 64. I shrink from facing a crisis or difficulty.
Item 89. I am uncertain as to how investment programs can aid in my retirement.

Table 4. Items of Pre-Retirement Perceived Self-Attitude Scale showing greatest frequency of changes, before and after course.

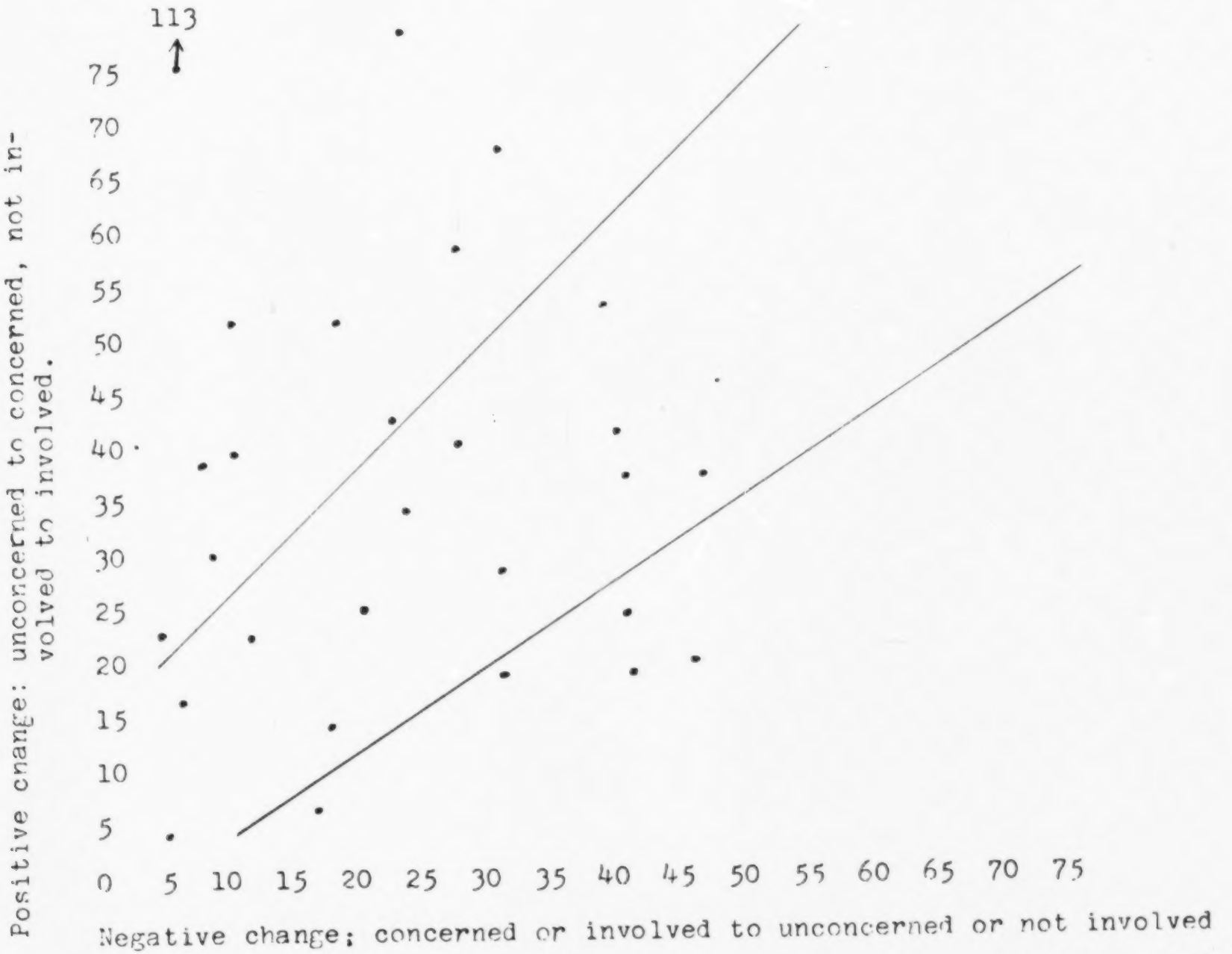

Fig. 1. Frequency distribution, response changes, before and after course on Descriptive Data Form.

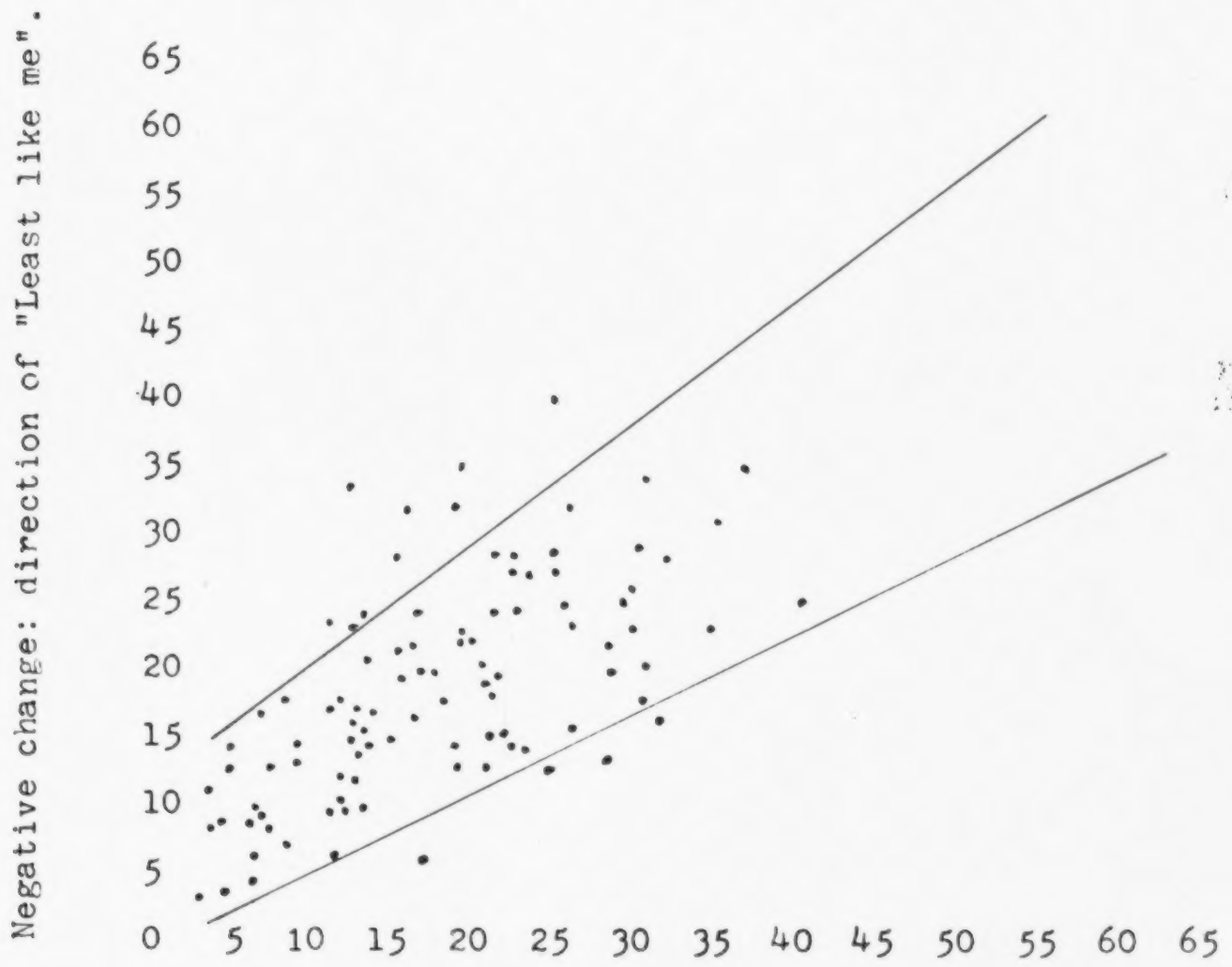

Fig. 2 Frequency distribution: response changes, before and after course, on Pre-Retirement Perceived-Self Attitude Scale.

B. Attitude Items

Change in response to each of the 100 items of the "Pre-Retirement Perceived Self Attitude Scale" was set forth as follows:

		First Test		
		Least like me	Don't know	Most like me
Second Test	Least Like Me	N	N	N
	Don't Know	N	N	N
	Most Like Me	N	N	N

When the three cells at the upper right ("Most like me" on the first test, "Least like me" on the second, plus two "Don't Know's") are summed and sompared to the three lower left ("Least like me" on the first test, "Most like me" on the second, plus two "Don't know's") cells treated in the same fashion, the assumulated change can be determined. The direction and frequency of change for each of the items is cited in Table 2. This change ranges from -39 (change in direction of "Least like me" on "I am uncertain as to how investment programs can aid in my retirement") through 0 ("I do not worry over health problems spoiling my retirement") to +22 (change in direction of "Most like me" on "I am aware of how money can work for me after I retire.")

The positive and negative changes for each item are plotted and presented graphically in Figure 2. Two diagonals are again drawn, isolating the items showing marked change. The 15 items showing marked positive and negative change are set forth in Table 4.

C. Participant's Opinions

The opinions of participants about certain aspects of the series of classes were reported on the post-class Evaluation Form. Response frequencies to the 11 queries are cited in Table 5.

Over-all opinion of the classes was generally excellent, and few unfavorable responses were recorded.

See Table 5

Discussion (Part I)

Subjects of the study were exposed to information and advice about retirement and were stimulated to consider some of the known major problems afflicting retired persons in our society. For many this was perhaps the first serious encounter with these ideas and problems. It would be reasonable to expect both attitudinal and behavioral changes reflecting their course experience. This proved to be the case. A somewhat detailed examination of these changes should be instructive.

Changes in Concern-Involvement from Descriptive Data Form

(Relevant data are presented in Tables 1 and 3)

Increase in Concern:

1. Social Security. This change suggests that subjects had held either too much or too little confidence in the adequacy of Social Security before the course. It is not possible to determine what from the data. There was however a practical effect of this concern, as expressed by a

	1	2	3	4	5	6	7	*Totals
	Excellent		Average		Not at all			
Overall opinion	36	69	16	4	0	0		125
Which session best-liked?	1	16	30	12	24	21	10	114
Which session least-liked?	14	19	12	18	14	16	14	107
	Completely		Somewhat		Not at all			
Objectives clear?	59	58	10	4	1	0		132
Objectives met?	35	57	35	5	0	0		132
Emphasize important areas?	29	47	47	8	3	0		134
	Too much		Adequate		Insufficient			
Amount of material	0	2	118	9	6	0		135
	Extensive		Adequate		Insufficient			
New information	15	34	54	18	12	0		133
	Beneficial		Some use		Limited use			
Usable information	33	63	23	8	8	0		135
	Too long		About right		Too short			
Session length	0	0	112	13	8	1		134
	Excellent		Average		Poor			
Idea exchange opportunity	42	32	40	17	3	0		134

*Not all subjects responded to questionnaire, or filled out all items if they did respond.

Table 5. Opinions of subjects, Pre-Retirement Planning Program, expressed in frequency of response to Evaluation Form queries.

marked decrease in Social Security planning as seen in the Tables. Apparently subjects' increase in concern was generated by the class discussion, but they received sufficient information to obviate further immediate planning.

2. Medicare and health. These two items are obviously related, and increase in concern would be a reasonable outcome of content of relevant sessions. There is no evidence of any action in response to the increased concern, however.

3. Leisure-time activities. A rise in concern here is appropriate both because use of leisure time is a major problem of old age, and because it was one area explored in the course. It is encouraging to note the increased involvement in all kinds of organizations, as seen below, since such involvement leads to activity and to a rise in inter-personal relations, reducing two serious problems of old age, passivity and loneliness.

Increase in Involvement

1. Organizational involvement. Increase was reported in involvement in professional organizations, occupational organizations, service clubs, fraternal organizations, church organizations, social clubs and civic organizations. Such involvement, preceding retirement, is very healthy and positive behavior, and suggests wise preparation for the greater time available upon retirement. By far the greatest increase in involvement was in church organizations; this is particularly gratifying, since there is no bar to continued involvement after retirement, which might not be true for some of the other organizations, for instance the occupational and professional groups.

2. Adult education. The acquisition of knowledge and skill has

obvious values for the later years; the positive involvement in education is of course of value by itself.

Decrease in Concern:

1. Legal planning. Not only decrease in concern for legal planning was reported, but also decrease in involvement (below). Apparently, subjects either learned that they had no problems in this area, or that there was no urgent or immediate need for any action here.

2. Need for employment. Subjects presumably were reassured that their financial status upon retirement would be adequate without employment, or that employment would be possible. At any rate, they reported a reduction in concern.

Decrease in Involvement:

1. Legal planning and Social Security planning: Discussed above.

Attitude Change Inferred from Pre-Retirement Perceived Self Attitude Scale. (Relevant data presented in Tables 2 and 4)

While response change to limited categories of choices related to self-attitudes does not offer any guarantee of behavioral change, such response change are at least suggestive of modification of self-perception and insight. When changes occur in the direction that would be desired or predicted as a product of class experiences, it seems probable that there is a cause-effect relationship. Whether or not the class experience caused the changes, the modification in reported self-attitudes was gratifying.

Change in Direction of "Most Like Me."

1. "I am aware of how money can work for me after I retire." The positive change in relation to this item suggests that the subjects gained financial acumen as a result of their experience -- or thought they did. Since finance is a major retirement problem this is a highly desired outcome. This item showed the greatest change of any of the attitude items.

2. "I like to make plans, spend a lot of time, and have a lot of fun in getting ready for retirement." Change in relation to this item indicates an increase in positive feelings about retirement, and preparation for retirement.

3. "I can usually make up my mind and stick to it," "My personality is attractive to the opposite sex," "I feel adequate." These items do not seem to have any close relationship to retirement per se, but increase in positive scoring suggests a general improvement in self-perception of personal competence and sense of personal worth, which is of course highly desirable.

Change in Direction of "Least Like Me."

1. "My financial status is not adequate for one who is retiring," "I am uncertain as to how investment programs can aid in my retirement." The movement in direction of "Least like me" in relation to these items is supportive of Item 1 above (awareness of how to make money work in retirement). Subjects reported change in direction of less concern that their finances would be inadequate for retirement, and less feeling of uncertainty about investment programs. Apparently that part of the course related to investment and money management was highly successful.

2. "I have few values and standards of my own," "It is difficult to control my aggression," "My decisions are not my own," "I feel apathetic," "I don't trust my emotions," "I am shy," "I shrink from facing a crisis or difficulty." These seven items all are expressions of perceived inadequacy or unworthiness. Change in the indicated direction -- "Least like me" -- is clearly positive in nature. Like 3 above, the change suggests improvement in perceived adequacy and worth. Also like 3, this is not related to retirement per se, but is a highly desirable outcome.

3. "I am contented." Change in direction of "Least like me" suggests that some "stirring up" occurred during the course period, a reduction in placidity. This change is consistent with the Center's expressed ambition to help older people "avoid the rocking chair."

It must be remembered that the preceding changes were all reported by subjects in response to questionnaire items. There is no guarantee, obviously, that real behvaior change did occur or would occur in the future. But within these limits, the changes promise to be beneficial to the retirement adjustment of the subjects.

Participant's Opinions

(Data from Table 5)

As noted earlier, evaluation of the course was generally highly positive. "Over-all Opinion" responses were nearly all in the 1 and 2 "excellent" range.

Due to the varied program sequence of all the groups held this year, accurate conclusions concerning the "best liked" or "least liked" sessions cannot be reached. Because participants ranked programs making mutually

exclusive responses, the task of analyzing individual groups with regard to program content for any given program speaker would be inappropriate. Popularity of a session is based on many variables ranging from the personality of the speaker, to the presentation methods; any expression of adequacy or inadequacy of program content by participants is strictly subjective.

Both conceptual and operational aspects of the series appeared to be well-regarded. Objectives were reported primarily in the 1 to 3 "Completely" to "somewhat" choices. Objectives were seen as being met in about the same fashion. Important areas were judged to have been emphasized similarly.

Amount of material was seen as adequate by almost all respondents. Judgment of amount of new information covered a wide range, 1 to 5 -- "extensive" to "insufficient," though preponderence of choice was in the "adequate" category. Usability of information was seen primarily as "beneficial" though responses also occurred in "some" and "limited" categories.

Session length was judged overwhelmingly as about right, and subjects found that opportunity to exchange ideas was primarily "excellent" to "average."

It should be remembered that the total N for this evaluation was only about 135. What opinions the non-responding subjects held -- better, similar or poorer -- cannot be determined. But those responding saw the program as well-designed and carried out. The highly favorable view of informational sessions was emphasized.

SUMMARY AND CONCLUSIONS:

PART I

The purpose of this study was to evaluate the effect of the seven-week Drake University Pre-Retirement Planning Program on 368 1968-69 participants. Major objectives of the study were to determine what changes had occurred in expressec concerns, involvement and attitudes, and to determine the influence of certain personality characteristics on likelihood of change.

Instruments used were a Descriptive Data Form administered before the program and an Evaluation Form with some similar items administered after completion of the classes, an attitude scale administered before and after the class sequence, and a personality test.

The method of study was to determine change in response by chi-square contingency analysis of the data forms and attitude scale, and to relate personality characteristics to items identified as changing.

Increase in concern was reported for Social Security, Medicare and health matters, and for leisure-time activities. Increase in involvement was reported in all kinds of organizations, and in adult education. Decrease in concern was reported for legal planning and need for employment. Decrease in involvement was seen in legal planning and Social Security planning.

Attitude change was reported in a positive direction for awareness of financial effectiveness, pleasure in retirement planning and in positive self-image.

Change in a negative direction was reported for concern over adequacy of retirement finances, for negative self-concepts (these being in effect

a positive change) and for contentment and placidity.

In total, the reported attitudinal and behavioral changes were in the desired direction and promised to be beneficial to the subjects. Since these were self-reports there is no guarantee, of course, that real behavioral change did or would occur, or that change was caused by the course experience. But within these limits, the changes were gratifying.

Respondents to the Evaluation Form generally reported satisfaction with both the concept and execution of the program. They found the informational sessions especially rewarding.

PART II

The purpose of Part II of the evaluation was to identify relationships between changes in concern, involvement, or attitudes, and various personal characteristics. This was accomplished generally by examining correlation matrices displaying these relationships. Data so evaluated included:

A. Concern and involvement items correlated with nine biographical items.

B. Attitude changes related to personality test variables.

C. Attitude and personality test items related to number of sessions attended.

D. Biographical characteristics correlated with change of attitude.

E. Concern and involvement change in relation to marital status.

F. Concern and involvement change related to occupation.

G. Change in correlation of concern and involvement items with personality test variables.

H. Change in correlation of concern and involvement items with number of sessions attended.

I. Relation between biographical characteristics and attendance at class sessions.

RESULTS

A. Concern and involvement items correlated with biographical items.

The "concern and involvement" items were numbers 23 through 50 taken from the "Confidential Descriptive Data Form" administered before the class

Item Concern:	Correlated with	Change in Correlations
23 Estate planning	4 Retired	-.1031 to .2063
25 Taxes	1 Age	.1583 to -.0925
26 Retirement Income	7 Years in company retirement plan	-.1791 to .0926
Involvement:		
35 Legal planning	6 Company retirement plan	.0961 to -.1836
35 Legal planning	8 Expected age of retirement	-.0311 to -.2930
36 Insurance planning	1 Age	.0068 to -.2735
40 Professional organizations	2 Veteran status	-.0471 to .2003
40 Professional organizations	5 Income	.0838 to .3630
41 Occupational organizations	3 Years of schooling	-.0437 to .3187
42 Service clubs	6 Company retirement plan	-.2692 to .1438
43 Education for credit	1 Age	.0253 to -.3801
45 Seasonal employment	1 Age	.1598 to -.1035
49 Personal counseling	9 Monthly income expected at retirement	.0318 to .6225

Table 6. Change in concern and involvement items significantly correlated with biographical items.

series, and the post-class "Evaluation Form." (See Appendix) The items are also set forth in Table 1. Biographical items were taken from the "Confidential Descriptive Data Form." Items used were:

1. Age.
2. Veteran status.
3. Years of schooling.
4. Retired or not.
5. Income.
6. Whether involved in company retirement plan.
7. Years of involvement in 6.
8. Expected age at retirement.
9. Monthly income expected at retirement.

The 28 items of concern and involvement were correlated with these 9 characteristics. Complete data were available for 135 cases. A change of approximately .25 on before-and-after correlations is necessary for significance with these data. The significant correlation changes are set forth in Table 6.

As is usually the case with correlation studies, some of these relationships appear to be reasonable and consistent with other data, while others appear to be fortuitous. Referring to Table 6:

Item 23 correlated with 14 shows a change from negative to positive. This change suggests that concern for estate planning shifted from the non-retired persons before the course, to the retired after.

Item 25 correlated with 1, showing a negative change, indicates that concern for taxes was more highly and positively correlated with age before

the course, perhaps suggesting increased general awareness of the problem in all age groups.

Item 26 correlated with 7. Concern for retirement income changed from a negative correlation with years in a company retirement plan over the course period, perhaps suggesting again a broadening of concern for this item among subjects.

Item 34 correlated with 6. This showed a change from near zero to a negative relationship between being in a company retirement plan, and engaging in legal planning.

Item 35 correlated with 8. A change of relationship from near zero to negative was shown between legal planning and expected age of retirement. This change may suggest that the course experience increased general awareness of need for legal planning.

Item 36 correlated with 1. Change from zero to negative relationship between age and involvement in insurance planning seems self-explanatory and suggests increase in understanding of insurance problems during the course.

Item 40 correlated with 2 shows an increased relationship between being a veteran and being involved in professional organizations. No explanation suggests itself for this change.

Item 40 correlated with 5 shows change of relationship from near zero to positive between income and involvement in professional organizations, perhaps reflecting the course emphasis on the importance of involvement.

Item 41 correlated with 3 shows a change from near zero relationship to a high positive one between involvement in occupational organizations and years of schooling. Like the item above, this may indicate broader awareness of the necessity of involvement.

Item 42 correlated with 6 shows a marked change from negative to positive in relationship between participation in a company retirement plan, and involvement in service clubs. No explanation suggests itself for this change.

Item 45 correlated with 1, changing from positive to negative, shows relationship between involvement in seasonal employment and age.

Item 49 correlated with 9 changed from near zero to high positive, indicating an increase of relationship between personal counseling and expected monthly income at retirement, perhaps reflecting some course emphasis on need for help.

B. Attitude changes related to personality variables.

Attitude items that were found to have changed significantly (identified in Table 4) were correlated with the 16 PF personality variables. This was accomplished by examining change in correlation between first and second administration of the attitude items, in relation to each of the 16 personality factors. A change of approximately .40 was necessary for significance.

Results of this evaluation are set forth in Table 7. Only one item, No. 98, "I feel adequate," met the criterion, and was related to five of the personality factors. Change in correlation was uniformly in a positive direction for these variables. (It will be recalled that net change for the total groups was positive, that is, in the direction of greater feelings of adequacy.)

These findings suggest that change in the direction of feeling of adequacy was related to being outgoing rather than reserved, more rather that less intelligent, tender rather than tough minded, suspicious rather than trusting, tense rather than relaxed.

C. Attitude and personality test items related to number of sessions attended.

Number of sessions attended was related to change in those attitude items found earlier to change significantly, and also to the 16 PF factors.

Attitude item 98, "I feel adequate," again showed a change, from -.1951 at the beginning, to .2175 at the end when correlated with number of sessions attended. This met the criterion for significance. The observed change in correlations indicates that feelings of adequacy before the course were negatively related to number of sessions attended, while these feelings at the end of the course were positively related to sessions attended. As noted above, the group net change was significantly positive on this item.

No significant relationships were found between number of sessions attended and any of the 16 PF personality factors.

D. Biographical characteristics correlated with change of attitude.

Change in correlation of significant attitude items before and after the course was related to the nine biographical items cited earlier, to determine whether certain individual characteristics were related to attitude change. No significant relationships were found.

E. Concern and involvement change in relation to marital status.

Change in concern and involvement was examined to determine whether marital status was a determining or influencing factor. Percent of change of each of the significantly-changing "concern and involvement" items (Table 3) was run for each of four marital groups: single, married, divorced, and widowed. (The "separated" category was too small to yield

Attitude	Personality Variable	Change In Correlation
98. "I feel adequate"	A reserved - Outgoing	-.2019 to .2235
98. "I feel adequate"	B less intelligent - more intelligent	-.0539 to .4203
98. "I feel adequate"	I tough minded - tender minded	-.2101 to .2540
98. "I feel adequate"	Q_4 relaxed - tense	-.0971 to .2699

Table 7. Significant attitude change related to 16 PF personality variables.

useful information). Data are presented in Table 8. Because of the small number of cases in all but the "married" category, statistical significance was not calculated, but change of 20% was chosen as being large enough to warrant consideration.

Inspection of the table shows that there is indeed a relationship between change and marital status. Only a signle item, No. 40, "Involvement in social clubs," occurs in each of the marital status groups, and few items occur in more than one group. This is not to say, of course, that only those changes reported in the table occurred -- change occurred in most items, but to a lesser extent -- but concern and involvement did show differential change according to marital status.

Single (N = 14). The single group had a mean age of 57, a mean income slightly below $10,000, expected to retire at 58, and estimated their monthly income of $714 per month at retirement. They reported reduced concern for legal planning, increased concern about Medicare and leisure time, and showed increased involvement in several kinds of organizations as well as in education for credit.

Items	Percent change
Change in concern	
Single	
24 Legal planning	42 to 21%
28 Medicare	14 to 50%
31 Leisure-time activities	35 to 71%
Change in involvement	
40 Professional organizations	7 to 60%
41 Occupational organizations	0 to 35%
43 Education for credit	0 to 28%
47 Church organizations	7 to 50%
48 Social clubs	0 to 35%
Married	
Change in concern	
31 Leisure-time activities	41 to 68%
Change in involvement	
46 Fraternal organizations	5 to 29%
47 Church organizations	14 to 56%
48 Social clubs	2 to 25%
Divorced	
Change in concern	
26 Retirement income	88 to 55%
27 Social Security	22 to 44%
Change in involvement	
44 Adult education	0 to 33%
48 Social clubs	28 to 63%
50 Civic organizations	0 to 33%
Widowed	
Change in concern	
33 Where to live	55 to 35%
Change in involvement	
39 Social Security planning	30 to 5%
48 Social clubs	10 to 40%

Table 8. Change of percent of concern and involvement, by marital status.

Married (N = 91). Mean age for this group was also 57, income somewhat below $9,000, expected retirement age was set at 62, and they estimated their monthly income at retirement of $474 -- considerably less than the single subjects.

The married subjects showed increasing involvement in several organizations.

Divorced (N = 9). Mean age was 55, income near $4,200, expected retirement age was 63, and their estimated monthly income was cited at $288 per month. The divorced group reported reduced concern for retirement income, and increased concern about Social Security. They reported increased involvement in adult education, and in social civic organizations.

Widowed (N = 20). This group had a mean age of 60 and an income of about $5,200 per year. Their reported age of retirement was 58, indicating that this was an already-retired group. They cited a very low estimated income at retirement -- $205 per month. The widowed group reported reduced concern about where to live, and increased involvement in Social Security planning and in social clubs.

In general it can be seen that the groups had different characteristics and concerns according to marital status. Most marked difference was in the estimated monthly income in retirement. The widowed group estimated less than one-third the amount of the single group, and less than half that of the married group. Of course, if the married group's mean estimated income was divided for two persons, it would be $237 -- not so far from the divorced and widowed estimates.

Thus the single group was quite different from the other in income, estimated retirement income, and in change of concerns and involvements during the course.

F. Concern and involvement change related to occupation.

Change in concern and involvement was examined to determine whether occupation was a determining or influencing factor. Percent of change on each of the significantly-changing "concern and involvement" items (Table 3) was run for each of three occupational groups: Professional-managerial, technical, and clerical-sales. The service, industrial, and housewife categories had too few cases (six total) to yield useful information. Data are presented in Table 9. Change of 20% was again used to identify change items.

Two items, No. 31, "Concern for leisure-time activities," and No. 47, "Involvement in church organizations," showed an increase in all three categories. In addition to the marked changes reported, lesser change occurred in most items for all categories.

Professional-Managerial (N = 83). The professional-managerial group averaged 57 years of age, reported an income of near $10,000, planned to retire at 61 and estimated an individual monthly income of $580.00 at retirement. This group showed increased concern only for leisure-time activities. Decreased involvement in professional organizations was reported, together with a marked increase in church organization activity; perhaps this suggests a broadening of social involvement.

Technical (N = 7). The technical group averaged 58 years of age, had approximately a $7,000 income annually, expected to retire at 63 and

estimated a monthly income of $328. The small technical group showed a decrease in concern for estate planning and living arrangements, and an increase in concern for leisure-time activities. Also reported was increased involvement in adult education and in church organizations.

Clarical-Sales (N = 39). The clerical-sales group averaged 58 years of age, reported an income of $4,400, expected to retire at 60, and estimated a monthly income of $212 per month at retirement. They reported increased concern for health and leisure-time activities, and increased involvement in church organizations and social clubs.

G. Change in correlation of concern and involvement items with 16 PF factors.

Correlation between response to concern and involvement items changing significantly (Table 3) and 16 PF personality factors were run for pre and post course scores. Those correlations changing more than .25 are shown in Table 10. No concern items correlations were found to change significantly, but four involvement items showed significant change: insurance planning, Social Security planning, adult education, and seasonal employment.

Involvement in insurance planning changed from positive before to near zero after the course, in relation to "tenderminded," "imaginative" and "tense." Involvement in Social Security planning changed from positive to negative in relation to "suspicious" and "venturesome." Involvement in adult education changed from negative to positive in relation to "tense." Involvement in seasonal employment changed from negative to positive in relation to "intelligent" and "venturesome."

Item Concern	Percent change
Professional-Managerial	
31 Leisure-time activity	46 to 73%
Involvement	
40 Professional organizations	34 to 8%
47 Church organizations	10 to 54%
Technical	
Concern	
23 Estate planning	57 to 14%
31 Leisure-time activity	42 to 71%
33 Where to live	71 to 57%
Involvement	
44 Adult education	14 to 42%
47 Church organizations	14 to 42%
Clerical-Sales	
Concern	
29 Health	17 to 56%
31 Leisure-time activities	23 to 46%
Involvement	
47 Church organizations	7 to 46%
48 Social clubs	2 to 41%

Table 9. Change in percent of concern and involvement, by occupational status.

While these changes in before and after correlations are significant, they do not seem to fall into any pattern suggesting the likelihood of one personality "type" more than another being susceptible to change of concern or involvement as a result of taking the course.

Item Involvement		Change	16 PF Factor
36	Insurance planning	.2671 to -.0587	I tender-minded (vs. tough-minded)
36	Insurance planning	.2641 to .0155	M imaginative (vs. practical)
36	Insurance planning	.1992 to -.0510	Q_4 tense (vs. relaxed)
39	Social Security planning	.1021 to -.1740	L suspicious (vs. trusting)
39	Social Security planning	.1219 to -.1243	H venturesome (vs. shy)
44	Adult education	-.1116 to .1317	Q_4 tense (vs. relaxed)
45	Seasonal employment	-.1423 to .1136	B intelligent (vs. less intelligent)
45	Seasonal employment	-.1443 to .1282	H venturesome (vs. shy)

Table 10. Change in correlation of concern and involvement items with 16 PF personality factors.

H. Change in correlation of concern and involvement items with number of sessions attended.

Mean number of sessions attended by respondents was 4.7. Data for this part of the evaluation are presented in Table 11. Only three items changed correlation in relation to number of sessions attended. Correlation of concern for legal planning and health with number of sessions attended changed from near zero to significantly positive for legal planning and health, and the same change occurred for involvement in civic organizations.

Item Concern	Change
24 Legal planning	-.0461 to .2048
29 My health	.0195 to .2759
Involvement	
50 Civic organizations	-.1312 to .3247

Table 11. Change in correlation of concern-involvement items with the number of sessions attended.

Biographical Item	Correlation
Age	.02
Veteran status	-.08
Education	-.10
Retired-not-retired status	.02
Income	-.07
Involved in company retirement plan	.02
Years in plan	-.03
Expected age of retirement	.01
Estimated Retirement Income	-.14

Table 12. Number of sessions attended correlated with biographical items.

Thus where no relationship existed before the course, by the end of the series a significantly positive relationship had developed between these three items and number of sessions attended.

I. Relation between biographical characteristics and attendance at class sessions.

Correlations were run between the nine selected biographical characteristics and number of sessions attended. Regults were presented in Table 12. Nearly all the items have a correlation near zero, and none is significant. The highest relationships -.14 between income expected to be necessary upon retirement, and number of sessions attended. Apparently none of these characteristics is related to attendance, or non-attendance, at sessions.

Discussion, Part II

In a study of this type where a large number of discrete items are being examined for change and for relationships, several questions suggest themselves: first, of course, what items are identified by the analysis? Second, is there any pattern or logic to the items so identified? Finally, do the results have any practical meaning or implication?

In Part II of this evaluation, a number of items were found to have significance: correlation of certain concern and involvement items changed over the course in relation to individual characteristics -- age, income and like, and in relation to some personality factors. Some attitude changes were related to personality variables, marital status appeared to be a factor in concern and involvement changes as did occupational level, and number of sessions attended was related to a few concern and involvement changes.

No over-all pattern or implication seems to present itself in these various relationships. It is apparent that certain individual characteristics were involved in change of views or activity after exposure to a

course or series of lectures, and it is also clear that various identifiable groups did indeed have separate concerns and were affected differentially by experience -- for example, the "differentness" of single persons from those of other marital status, and the gap between the professional-managerial subjects and persons of lower occupational status.

Whether the relationships identified here have "practical" implications could be best determined by the Center staff. On the face of the evidence, the uniqueness of individual or group characteristics does not suggest any need for differential treatment during sessions, or prior to that, any refinement of selection processes or disposition into separate study groups. But persons familiar with the Center operation might find implications not apparent from the data alone.

It does seem obvious that the subjects involving themselves in this program vary greatly in their personal characteristics, needs and attitudes, and respond therefore quite individually to the class experience. (This could of course be inferred with no study at all. The data in Part II simply confirm this uniqueness, and identify some dimensions of it.)

The "Confidential Descriptive Data Form" and the post-course "Evaluation Form" seem be far the most useful of the devices used by the Center. The "Pre-Retirement Perceived Self-Attitude Scale" also furnished some useful understanding of change in subjects. While some factors of the 16 PF personality test did relate to a few items from the above-named devices, they appear to have little practical meaning or implication for action. Considering the lack of documented validity of all personality tests, and the lack of coherent or logical relationships appearing in

conjuntion with other aspects of this study, the 16 PF appears to add little of value. It might of course be useful in personal counseling of subjects, but perhaps in this case it could be administered separately rather than as a part of the Center evaluation battery.

It is unfortunate that more subjects did not complete all the items of the various devices studied. The largest group for whom relatively complete data were available was 135, out of a total population of 368 subjects who had attended the sessions. Many of this group of 135 did not complete all items, so some evaluations were handicapped by a small N. The difficulty of determining whether there are differences between responders and non-responders has been commented on earlier.

SUMMARY AND CONCLUSIONS:

PART II

The purpose of Part II of this study was to identify the relationships between concern or involvement and attitudes, and various personal characteristics. This was accomplished generally by examining correlation matrices displaying these relationships. Data evaluated included:

Concern and involvement change related to marital status, occupation, personality test variables, biographical items and number of sessions attended.

Number of sessions attended related to biographical characteristics, personality items, and attitude items, as well as to concern and involvement change.

Attitude change related to personality test variables.

Some significant relationships were found between all the above except biographical characteristics correlated with change of attitude, and number of sessions attended correlated with biographical items.

While no clear or obvious pattern appeared in these relationships, it was apparent that both certain group and individual characteristics were associated with some of the changes occurring over the period of the course experience.

Some of the relationships identified might be useful in planning future Center selection and programming, but no obvious needed changes seemed apparent from the data.

The pre-course data form, and its post-course equivalent appeared to yield the most useful information, along with the attitude scale, but the personality test seemed to offer little of value.

Some phases of the evaluation were handicapped by too few subjects completing responses to all the devices.

APPENDIX

PRE-RETIREMENT PLANNING CENTER
Drake University
Des Moines, Iowa

CONFIDENTIAL DESCRIPTIVE DATA FORM

Your Name: _____ Age: ____ Sex: ____M ____F

Home Address: _____ Telephone: _____

City: _____ Zip Code: _____

Birthdate: (Month) _____ (Day) _____ (Year) _____

A. What is your current marital status? (Circle One)

Single Married Separated Divorced Widowed

B. Are you a veteran? _____

C. What is the highest grade in school you completed? (Circle appropriate number)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Bachelor's Master's Ph.D.
Other (Trade or Vocational School _____

D. Who is your present employer?
Name: _____ City: _____
How long have you worked for this employer? _____
How would you classify your job?
_____ Professional and Managerial
_____ Technical
_____ Clerical or Sales
_____ Personal Service Occupations
_____ Industrial
_____ Housewife
What is your present job title: _____
If you are already retired, what was your last job title prioe to retirement: ____
_____

E. In which of the following income ranges would your own personal total annual income be included?

_____ $ 0 - 1,999	_____ $ 6,000 - 7,999	_____ $12,000 - 13,999
_____ $2,000 - 3,999	_____ $ 8,000 - 9,999	_____ $14,000 - 15,999
_____ $4,000 - 5,999	_____ $10,000 - 11,999	_____ $Over $16,000

F. Are you covered by a company retirement pension plan?

_____ Yes _____ No. If yes, for how many years have you been covered? _____

G. At what age do you expect to retire? _____
What do you estimate will be your personal total monthly income at retirement? ____
Do you anticipate a need for employment after retirement? (Circle One)

Full-time Part-time No Need

H. As you approach retirement which of the following concern you.

_____Estate Planning
_____Legal Planning
_____Taxes
_____Retirement Income
_____Social Security
_____Medicare
_____My Health
_____My Education
_____Leisure Time Activities
_____Need For Employment
_____Where To Live
_____Other (Please explain)

_____

_____

_____

_____

I. Check below the items in which you have been involved during the past year.

_____Legal Planning
_____Insurance Planning
_____Financial Planning
_____Health Planning
_____Social Security Planning
_____Professional Organizations
___Occupational Organizations
___Service Clubs
___Education For Credit
___Adult Education
___Seasonal Employment
___Fraternal Organizations
__Church Organizations
__Social Clubs
__Personal Counseling
__Civic Organizations
__ Other (Please explain)

_____

_____

_____

_____

J. Where did you first learn about the Pre-Retirement Planning Center?

_____Newspaper article
_____Newspaper Advertisement
_____Drake Brochure
_____Employer
_____Radio or T.V. Announcement
_____A friend
_____Husband or wife
_____Other (what source?)_____

_____

EVALUATION FORM - PRE-RETIREMENT PLANNING CENTER

Please circle number you feel appropriate

1. Rate your over-all opinion of the retirement planning programs:
   Excellent 1 2 Average 3 4 Poor 5 6

2. Which session did you like BEST? Why?
   _____

3. Which session did you like LEAST? Why?
   _____

4. Were the objectives of the program made clear to you prior to or during the first session?
   Completely 1 2 Somewhat 3 4 Not At All 5 6

5. What was the extent to which these objectives were met?
   Completely 1 2 Somewhat 3 4 Not At All 5 6

6. Was the emphasis of the program on the areas which are of importance to you?
   Completely 1 2 Somewhat 3 4 Not At All 5 6

7. The amount of the material was:
   Too Much 1 2 Adequate 3 4 Insufficient 5 6

8. Rate the retirement planning sessions as to amount of NEW information gained?
   Extensive 1 2 Adequate 3 4 Insufficient 5 6

9. Rate the retirement planning sessions as to the amount of USABLE information:
   Beneficial 1 2 Some Use 3 4 Limited Use 5 6

10. The length of the sessions was:
    Too Long 1 2 About Right 3 4 Too Short 5 6

11. Rate the opportunity for <u>you</u> to exchange or share ideas during the sessions:
    Excellent 1 2 Average 3 4 Poor 5 6

12.. Check below the areas in which you are still concerned about as you approach retirement:

_____Estate Planning	_____Social Security	_____Leisure Time Activities
_____Legal Planning	_____Medicare	_____Need for Employment
_____Taxes	_____My Health	_____Where To Live
_____Retirement Income	_____My Education	_____Other (Please Explain)

_____

_____

_____

13. Would you like to participate in another similar program? _____Yes _____ No
If yes, what additional topic(s) should be covered _____

14. Check below the activities in which you have sought additional information or have become involved in either during or since the pre-retirement sessions:

__Legal Planning	__Occupational Organizations	__Church Organizations
__Insurance Planning	__Service Clubs	__Social Clubs
__Financial Planning	__Education For Credit	__Personal Counseling
__Health Planning	__Adult Education	__Civic Organizations
__Social Security Planning	__Seasonal Employment	__Other (Please Explain)
__Professional Organizations	__Fraternal Organizations	

_____

_____

_____

15. Now that you have completed the sessions on retirement planning at what age do you believe you will retire? _____ What do you estimate will be your personal total monthly income at Retirement? _____Do you now anticipate a need for employment after retirement? _____Full-time _____Part-time _____No Need.

16. What single aspect did you enjoy most about the sessions? _____

_____

_____

_____

17. Comments:

_____
Your Name

PRE-RETIREMENT PERCEIVED-SELF ATTITUDE SCALE

This scale is used for obtaining a record of attitudes about yourself. It is not a test. There are no right or wrong answers. An answer is right only if it is true of you.

There are 100 sentences in this scale. Read each sentence carefully and decide if the characteristic it describes is most or least like you. If it is an attitude which is like you most of the time, place an X in the "MOST LIKE ME" column. If the attitude expressed is not like you, place an X in the "LEAST LIKE ME" column. If, for some reason, you are unable to decide whether the statement is more or less like you, plase an X in the "DON'T KNOW" column.

Some statements may seem trivial or foolish. Please mark your choice, anyway, by putting down your first reaction and going on. It is important that you reply to all of the statements. Your answers will be kept strictly confidential.

PRE-RETIREMENT SELF ATTITUDE SCALE

Mark according to the way you feel about yourself

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
*1. I am looking forward to the day I can retire.			
2. I put on a false front.			
*3. My financial status is not adequate for one who is retiring.			
4. I make strong demands on myself.			
5. I often kick myself for the things I do.			
6. I often feel humiliated.			
7. I doubt my sexual powers.			
*8. I am aware of how money can work for me after I retire.			
9. I have a warm emotional relationship with others.			
*10. I like to make plans, spend a lot of time, and have a lot of fun in getting ready for retirement.			
11. I am responsible for my troubles.			
12. I am a responsible person.			
13. I have a feeling of hopelessness.			
*14. I am protecting my retirement years by maintaining a healthy and vigorous body.			
15. I can accept most social values and standards.			
16. I have few values and standards of my own.			
*17. I will continue to learn new things and to get new ideas all through life.			
18. It is difficult to control my aggression.			
19. Self-control is no problem to me.			
*20. My choice of retirement living arrangements should be made only after serious thought.			

*Items marked * constitute the 26 items of the attitude scale; the remaining 74 items constitute the adjustment with respect to retirement scale

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
*21. I am looking forward to doing only what I've always wanted to when I retire.			
22. I usually like people.			
23. I express my emotions freely.			
*24. After retirement, I must keep occupied to remain happy.			
25. I want to give up trying to cope with the world.			
26. I can usually live comfortable with the people around me.			
27. My hardest battles are with myself.			
28. I tend to be on my guard with people who are somewhat more friendly than I had expected.			
29. I am optimistic.			
*30. I believe that retirement is the best years of one's life.			
*31. I practice good money management in order to have enough money to retire on.			
32. I usually feel driven.			
33. I am liked by most people who know me.			
*34. I seriously neglect my health because it does not matter in the years ahead.			
35. I am sexually attractive.			
36. I feel helpless.			
37. I can usually make up my mind and stick to it.			
38. My decisions are not my own.			
*39. I haven't thought much about retirement.			
40. I am a hostile person.			
41. I am contented.			
42. I am disorganized.			
43. I feel apathetic.			
44. I am poised.			

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
*45. I want pleasant living arrangements when I retire.			
*46. I do not worry over health problems spoiling my retirement.			
47. I am impulsive.			
*48. I want something useful and constructive to occupy my time when I retire.			
49. I don't trust my emotions.			
50. It's pretty tough to be me.			
51. I am a rational person.			
52. I have the feeling that I am just not facing things.			
53. I am tolerant.			
54. I try not to think about my problems.			
55. I have an attractive personality.			
56. I am shy.			
*57. I have close friends to keep me company when I retire.			
*58. I have nothing but emptiness and frustration to look forward to in retiring.			
59. I am no one. Nothing seems to be me.			
*60. Since I've spend my lifetime working, I'm going to sit back and loaf when I retire.			
61. I am ambitious.			
62. I despise myself.			
63. I have initiative.			
64. I shrink from facing a crisis or difficulty.			
65. I just don't respect myself.			
*66. I believe that I will grow tired of doing only what I've always wanted to when I retire.			
67. I take a positive attitude toward myself.			
68. I am assertive.			

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
69. I am afraid of a full-fledged disagreement with a person.			
70. I can't seem to make up my mind one way or another.			
71. I am confused.			
72. I am satisfied with myself.			
73. I am a failure.			
74. I am likable.			
75. My personality is attractive to the opposite sex.			
76. I am afraid of sex.			
77. I have a horror of failing in anything I want to accomplish.			
78. I am relaxed, and nothing really bothers me.			
79. I am a hard worker.			
80. I feel emotionally mature.			
*81. It is not necessary to get too concerned over the choice of retirement living arrangements.			
*82. I believe that one cannot learn after he reaches 60 or 70 years of age.			
83. I really am disturbed.			
84. All you have to do is just insist with me, and I give in.			
85. I feel insecure within myself.			
86. I have to protect myself with excuses, with rationalizing.			
*87. I will put off making any plans for retirement until the time I retire.			
88. I am intelligent.			
*89. I am uncertain as to how investment programs can aid in my retirement.			
90. I feel hopeless.			

	LEAST LIKE ME	DON'T KNOW	MOST LIKE ME
91. I am self-reliant.			
92. I will have no worry over money matters when I retire.			
93. The thoughts of retirement scare me.			
94. I am different from others.			
95. I am unreliable.			
96. I understand myself.			
97. I am a good mixer.			
98. I feel adequate.			
99. I am worthless.			
100. I dislike my own sexuality.			

APPENDIX D

PRE-RETIREMENT PLANNING PROGRAMS:

A SURVEY - 1970

Prepared by

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February, 1970

PRE-RETIREMENT PLANNING PROGRAMS:

A SURVEY - 1970

Purpose. There has been much discussion about various pre-retirement planning programs across the United States. Some programs are sponsored by corporations, others by universities or colleges, still others by labor organizations.

The purpose of this survey was to collect information about what other organizations are doing in the area of pre-retirement planning programs and to compare such information with the activities of the Drake University Pre-Retirement Planning Center.

Assumptions and limitations. The basic assumption underlying this survey was that few, if indeed any, organizations except the Drake University Pre-Retirement Planning Center were actively engaged in either programs for individuals preparing for their retirement or in educational programs for purposes of training representatives of organizations in the methods and techniques of organizing, coordinating and conducting pre-retirement planning programs within their respective organizations.

The limitation of not being able to contact every organization in the United States led to the assumption that if pre-retirement planning programs were being conducted, it would be more likely that the larger organizations would be the ones conducting such programs.

I. DEFINITION OF IMPORTANT TERMS

A Clear distinction must be made between "pre-retirement" planning and "post-retirement" planning. More often than not the prefix to

"retirement" is omitted and much time is consumed being concerned with after-the-fact information. This survey was concerned with only pre-retirement planning programs. That is to say, this survey was interested only in information given persons prior to their retirement.

II. REVIEW OF THE DRAKE UNIVERSITY PRE-RETIREMENT PLANNING CENTER

In order to establish a criterion to compare other programs against, it is necessary to submit the following summary of the activities of the Drake University Pre-Retirement Planning Center. These activities are the criteria upon which the comparative analysis is based.

The Center became an entity in June, 1967 under the auspices of Drake University, the U. S. Department of HEW, and the U. S. Department of Labor.

The Center was established for the purpose of developing and providing information in the areas of (1) legal and financial planning, (2) health and welfare planning, (3) role-defining activities, and (4) continuing education to these persons preparing for retirement. A formal, program was developed in the form of a seven-week, seven-session, two-hours per week program. From inception of the program to the present time, the Center has involved 45 groups of persons (1,183 individuals) in pre-retirement planning programs. People from all walks of life have participated; from garbage collectors to professionals, from third grade drop-outs to Ph.D's. Even though the program was initially developed for persons from ages 50 to 65, the Center has known no age distinction having served persons from ages 27 to 88.

As a result of the seven-week, seven-session program, several significant things have been developed:

1. A psychological questionnaire developed and used extensively showed that as a result of participating in the Drake University Pre-Retirement Planning Center's program, the Center has the statistical probability of being 99.9% sure that participant's attitude toward retirement will change in a positive direction.
2. Age group 56-57 has been determined as the most significant time to begin to prepare for retirement - this age group showed the greatest positive change in attitude toward retirement as a result of participating in the Center's program.
3. The Center's devised "involvement index" indicates there is a 95% chance that post-program retirement preparation activities were caused by participation in the Center's program.
4. A guide book for "Pre-Retirement Planning Program Development" has been written and published.
5. A standard two-day seminar-workshop format has been developed and proved effective in teaching representatives from business and industrial management, labor organizations, government agencies, professional societies, and academic institutions the methods and techniques of the Pre-Retirement Planning Center in coordinating and organizing pre-retirement planning programs for their respective organizations.

III. DESIGN OF THE SURVEY

Procedure Used. The procedure used was a direct mailing to each chief executive officer of the largest organizations in the United States. In the instance of colleges and universities, those who indicated participation in the University of Chicago's Pre-Retirement Planning Program are generally the only ones contacted. The exceptions to this were through contacts with other universities and colleges that the Drake University Pre-Retirement Planning Center staff were aware of as having pre-retirement planning programs.

Sources of data. The following categories comprise the sources from which the survey information was collected:

1. The 50 largest corporations in the United States.
2. The 45 largest banks in the United States.
3. The 10 largest cities in the United States.
4. All organized labor groups with membership in excess of 200,000.
5. All 50 state governments.
6. Selected universities and colleges.
7. Selected professional, religious, and charitable organizations. (Selected from Resources for the Aging, Prepared by the National Council on the Aging, 1969)

Data gathering instrument. The following is a copy of the open-end letter sent to each chief executive of the aforementioned organizations:

"The Drake University Pre-Retirement Planning Center is currently engaged in developing techniques aimed at involving organizations, both private and public, in pre-retirement planning. This, of course, means we are in need of information regarding the type of pre-retirement planning programs currently developed and implemented in organizations throughout the United States.

"We would appreciate knowing the extent to which your organization has developed a pre-retirement planning program and the extent to which that program is utilized by your organization or any other organization. If your organization has adopted a pre-retirement planning program developed by someone else we would appreciate knowing the source of the program.

"Thank you in advance for your reply to the above questions as the answers to them will have great significance in terms of our project development in the area of pre-retirement planning."

It was felt that such an individual open-end letter would solicit a greater response than a questionnaire. The open-end, or unrestricted, type of letter calls for a free response in the respondent's own words. This method was selected because it provides for greater depth of response. The respondent reveals his frame of reference and generally the reasons for his response. In the instance of this survey this indeed turned out to be the case.

It is difficult to estimate, in the abstract, what percentage of response is to be considered adequate or satisfactory. Needless to say, the smaller the percentage of responses, the smaller degree of confidence one may place in the adequacy of the data collected. It was felt that if 30% to 40% of those contacted were to respond, a reasonable account of the general "state of affairs" of pre-retirement planning in large organizations could be presented. As can be noted from the following Analysis of Data, the actual total response was 68.7%. This high degree of

response was considered adequate to lend validity to what large organizations are currently doing relative to pre-retirement planning.

IV. ANALYSIS OF DATA

A total of 201 organizations were contacted; 138 or 68.7% responded. The seven category breakdown is as follows:

1. Corporations - 50 contacted, 45 (90%) responded.
2. Banks - 45 contacted, 26 (57.8%) responded.
3. Cities - 10 contacted, 3 (30%) responded.
4. Labor groups - 22 contacted, 8 (36.4%) responded.
5. State governments - 50 contacted, 40 (80%) responded.
6. Universities and colleges - 18 contacted, 11 (61.7%) responded.
7. Professional, religious, charitable organizations - 6 contacted, 6 (100%) responded.

The results of the survey are shown in the following tables. The comparison of each organization's pre-retirement planning activity to the Drake University Pre-Retirement Planning Center's criteria is made by having the Center's criteria comprise the information headings of each table. As each organization provided information, the proper entries showing the current extent of pre-retirement planning activity in the organization, were made.

The heading explanation is as follows:

AGE ELIGIBLE is the earliest age at which the organization offers pre-retirement planning assistance to its employee or member.

GROUP SESSION indicates a formal group presentation of information relating to pre-retirement planning. Entries are keyed according to information given in group sessions, i.e.,

(1) represents legal and financial planning information

(2) represents health and welfare planning information

(3) represents role-defining activities information

(4) represents continuing education information.

NUMBER OF SESSIONS indicates how many formal group sessions are designated as comprising the basic pre-retirement planning program.

PROFESSIONAL EXPERTISE designates areas in which a professional outside the organization is obtained to give information regarding various areas of pre-retirement planning. These areas are keyed identical to the information code under GROUP SESSION above.

IS SPOUSE INCLUDED? refers to the respective organization's policy of inviting or not inviting the spouse of the employee or member to participate in the pre-retirement planning activity.

INDIVIDUAL COUNSELING indicates whether or not counseling is provided on an individual basis to provide information and assistance in pre-retirement planning in one or more of the four areas of concern. The keying is identical to the information code under GROUP SESSION above.

PRINTED MATERIAL indicates whether or not the organization offers literature for the purpose of assisting individuals in pre-retirement planning. The information content of this material is coded the same as under GROUP SESSION with the addition of code 5 meaning printed material. This printed material is in the form of a retirement magazine and/or newsletter and is provided to the employee or member to aid in pre-retirement planning.

MISCELLANEOUS code refers to miscellaneous assistance given to any individual by the organization to assist in preparation for and accommodation to the problems of retirement. The coding of this information is handled by explaining the miscellaneous items through the use of footnote references along with other notes of explanation or exception reference from the tables.

As can be noted from observation of the blank spaces in the tables, the overwhelming majority of organizations are doing nothing in the area of pre-retirement planning activities.

TABLE I

PRE-RETIREMENT PLANNING ACTIVITIES
IN BUSINESS AND INDUSTRIAL ORGANIZATIONS

	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MI-SC
N = 45								
American Tel. & Tel.	62 [a.]					1	1,5	b.
Bethlehem Steel	NA [c.]					1	1	
Boeing	6 mo. prior					1		
Chrysler	55	1,2,3,4	7	1,2,3,4	Yes		1,2,3,4	
Continental Oil	62					1	5	
E. I. DuPont	50					1,2	1,2,3,4	
Eastman Kodak	NA					1	1,2,3,4,5	d.
Ford	NA	1		1		1	1	
G T & E Service [e.]	NA					1	1	
General Dynamics	62					1,2		
General Electric	NA	1				1	1,5	
General Foods	50	1,2,3,4	1 Per topic	1,2,3,4		1,2,3,4	1,2,3,4,5	
General Motors	NA					1	1,3,5	f.
Goodyear	NA							
Gulf Oil	NA							
IBM	55	1,2,3,4		1,2,3,4		1	1,2,3,4,5	
International Harvest	NA					1		
Int. Tel. & Tel. [g.]	NA					1		
J. C. Penney	NA							
Kraft Co.	62						5	
Kroger	60					1	1,2,3,4	
Ling, Temco, Vaught	NA	1				1	1,2,3,4,5	
Lockheed Aircraft	55					1,2	1	
Mobile Oil	63½					1		
Montgomery Ward	63					1	1,2	
North American Rockwell	NA	1				1	1	
Penn Central	NA							
Phillips Petroleum	NA	1	1		Yes			h.
Procter & Gamble	NA							i.
RCA	59 [j.]	1,2,3		1,2,3		1,2	1,2,3,5	
R. J. Reynolds	NA				Yes	1	1	
Safeway	NA							

TABLE I (Continued)

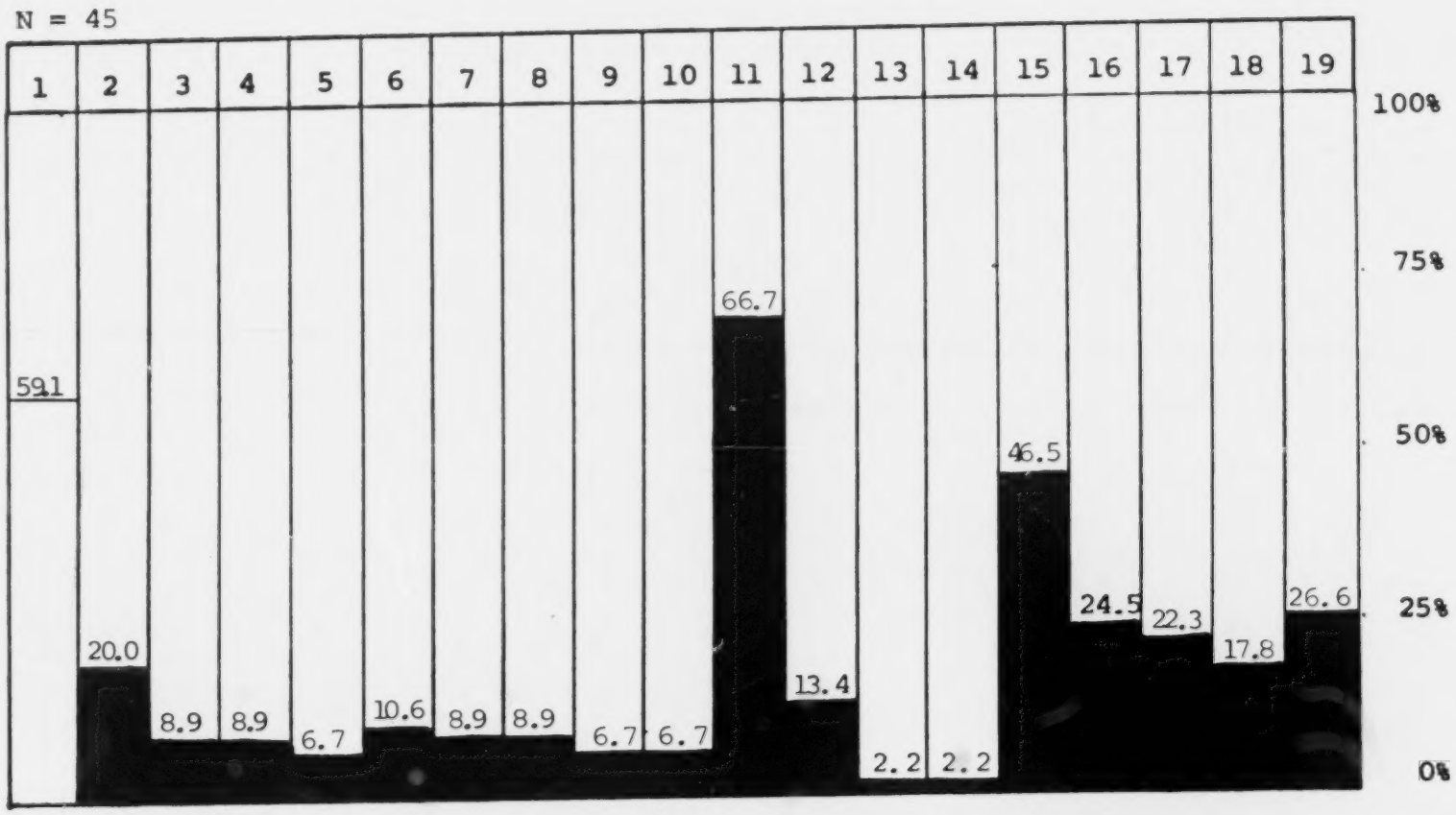
PRE-RETIREMENT PLANNING ACTIVITIES
IN BUSINESS AND INDUSTRIAL ORGANIZATIONS

	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MISC
Standard Oil of Calif.	64½						1,2,5	
Standard Oil of N.J.	NA							
Sears Roebuck	NA					1		
Shell Oil	NA					1		
Sun Oil	NA					1		
Swift & Company	60 k.					1,2.	1,2,3,4,5	1.
Texaco	NA					1		
Union Carbide	NA					1		m.
Union Electric	64½					1		
Union oil	NA							
United Aircraft	55						1	
U. S. Steel	60							
Westinghouse	61							

a. Unless employee is retiring prior to age 62
b. Retirement organization
c. NA = no age given
d. Special room for retirees in Company Recreation Center; also retirees are invited to participate in company picnics, etc.
e. Limited to corporate headquarters - at subsidiary locations the employees receive "Harvest Years" magazine at age 62
f. Retiree may attend company social functions
g. Headquarters personnel only
h. Retired employees club
i. Retiree may attend company social functions
j. Or 6 years preceeding retirement
k. Age 60 or after 15 years of service, whichever comes first
l. Pensioners are tied into open houses and other employee get-togethers
m. Neward factory's "Five Year Club" for persons over age 60

FIGURE I

FREQUENCY DISTRIBUTION SHOWING PERCENTAGES OF
PRE-RETIREMENT PLANNING ACTIVITIES IN
BUSINESS AND INDUSTRIAL ORGANIZATIONS



Key:

Age
1. Average age of elegibility for pre-retirement

Group sessions in
2. Legal and financial planning
3. Health and welfare planning
4. Role-defining activities
5. Continuing education

External professional assistance in
6. Legal and financial planning
7. Health and welfare planning
8. Role-defining activities
9. Continuing education

Spouse
10. Is included in pre-retirement planning activities

Individual counseling in
11. Legal and financial planning
12. Health and welfare planning
13. Role-defining activities
14. Continuing education

Printed material supplied is
15. Legal and financial planning
16. Health and welfare planning
17. Role-defining activities
18. Continuing education
19. Retirement magazine and/or newsletter

TABLE II

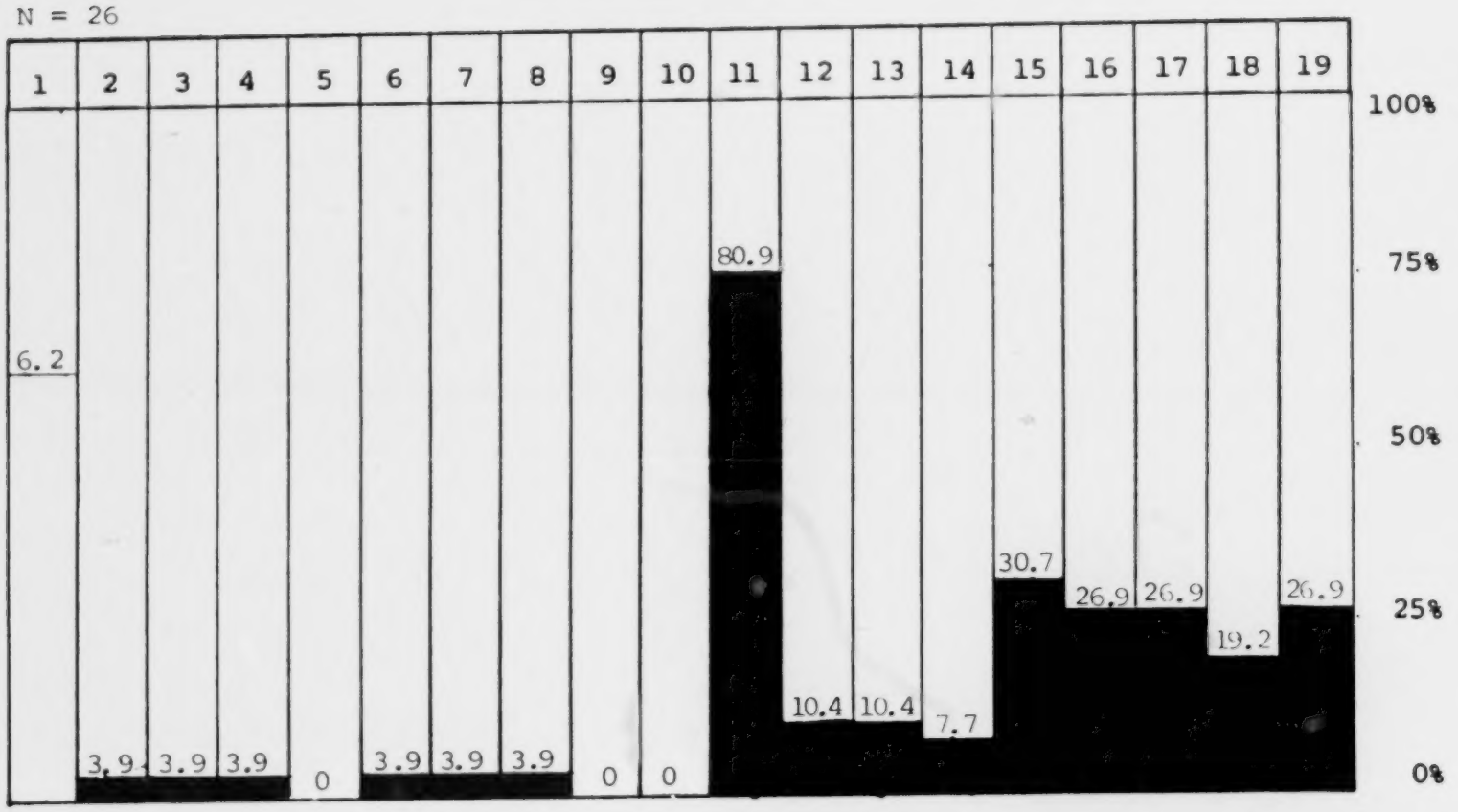
PRE-RETIREMENT PLANNING ACTIVITIES
IN BANKS

N = 26	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MI-SC
Bank of America	63					1		
Bank of New York	60					1	5	
Bank of Calif.-San Fran	55 a.					1		
Bankers Trust-N.Y.	60					1	1,2,3,4,5	b.
Chase Manhattan Bank	64					1		
Chemical Bank	60 c.					1	1,5	
C & S Nat., Atlanta	NA d.							
1st Nat. of Boston	64					1		
1st Nat. City-N.Y.	54½					1	1,2,3,4,5	
1st Nat. Bank-Oregon	62					1	1,2,3,4	
Irving Trust Co.-N.Y.	60					1		
Manufacturers Hanover	62					1	1.2.3.4	
Mfrs. Nat. Bank-Detroit	62					1		
Marine Midland-N.Y.	62					1	1.2.3.4	
Marine Midland-Buffalo	64					1	5	
Mellon Nat.Bank & Tr.	NA							
Nat.Bank - Detroit	55					1,2,3,4		
Nat.City Bank-Cleveland	NA							
Northern Trust Co.	60					1,2,3,4	5	
Philadelphia Nat.	NA					1		
Seattle First Nat.	60					1		
Security First Nat.	NA e.					1	5	
U.S. Nat. of Oregon	NA					1		
Valley Nat.-Phoenix								
Wachovia-W/S, N.C.	60					1,2,3	1,2,3	
Wells Fargo	60	1,2,3		1,2,3			1,2,3	

a. At age 55 with 15 years of service may elect early retirement
b. Bank club membership
c. Female age 55
d. NA = no age given
e. 60 days prior to retirement

FIGURE II

FREQUENCY DISTRIBUTION SHOWING PERCENTAGES OF PRE-RETIREMENT PLANNING ACTIVITIES IN BANKS



Key:

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Group sessions in
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4. Role-defining activities
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External professional assistance in
6. Legal and financial planning
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9. Continuing education

Spouse
10. Is included in pre-retirement planning activities

Individual counseling in
11. Legal and financial planning
12. Health and welfare planning
13. Role-defining activities
14. Continuing education

Printed material supplied is
15. Legal and financial planning
16. Health and welfare planning
17. Role-defining activities
18. Continuing education
19. Retirement magazine and/or newsletter

TABLE III

PRE-RETIREMENT PLANNING ACTIVITIES
IN MAJOR U.S. CITIES

	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MI-SC
N = 3								
Washington D.C.	NA [a.]							
Philadelphia	NA							
St. Louis	NA							

a. NA = no age given

TABLE IV

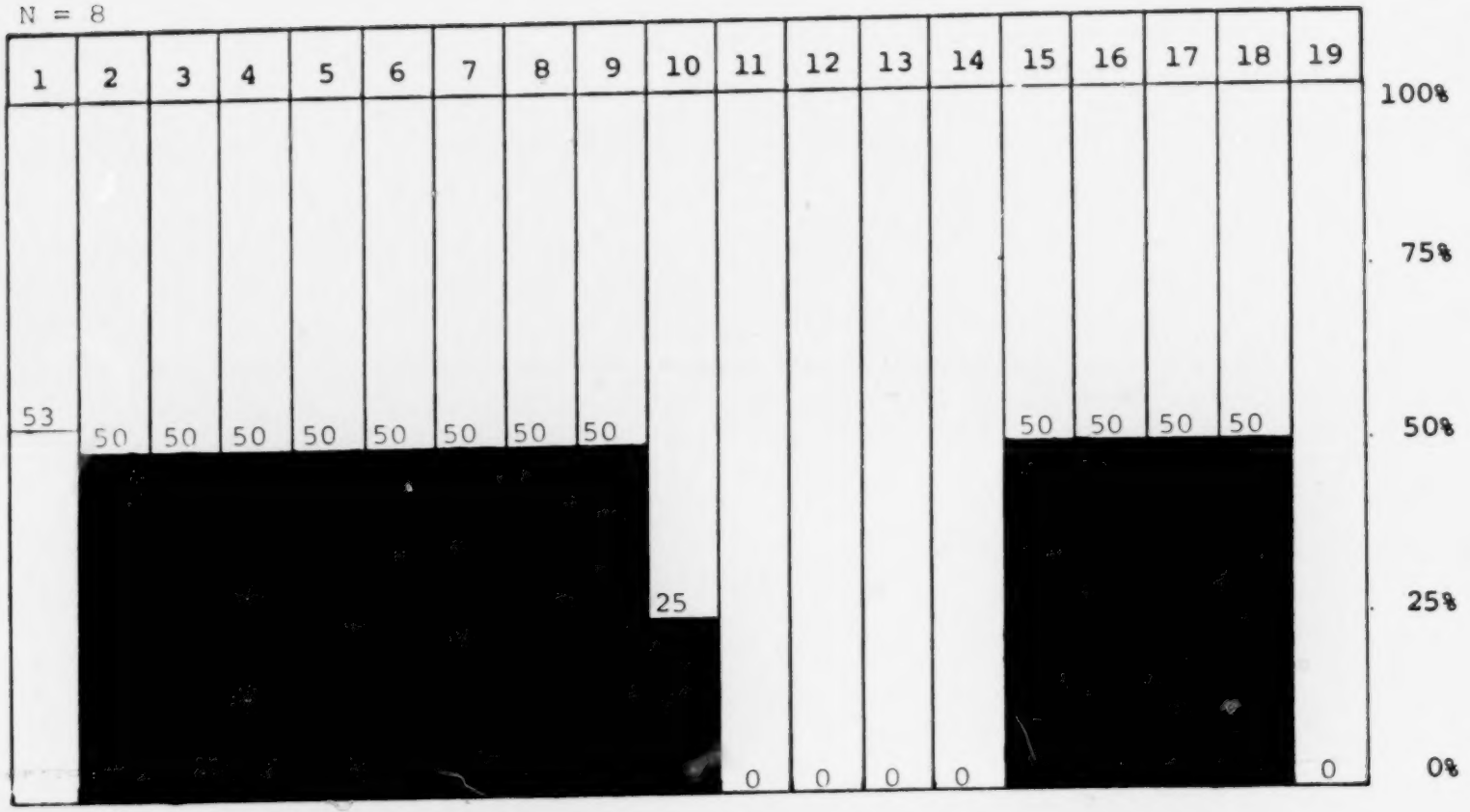
PRE-RETIREMENT PLANNING ACTIVITIES
IN LABOR ORGANIZATIONS

N = 8	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MISC
AFL-Cio	60	1,2,3,4	8	1,2,3,4			1,2,3,4	
Machinist & Aerospace[a.]	60	1,2,3,4					1,2,3,4	b.
U.A.W.	55	1,2,3,4	5-10	1,2,3,4	Yes		1,2,3,4	
Carpenters & Joiners	NA[c.]							
Teamsters	NA							
United Mineworkers	NA							
Plumbers	NA							
United Steelworkers	40	1,2,3,4	12	1,2,3,4	Yes		1,2,3,4	d.

a. This organization is presently implementing the Drake University program in the St. Louis, Missouri area
b. IAM retirement club
c. NA = no age given

FIGURE III

FREQUENCY DISTRIBUTION SHOWING PERCENTAGES OF
PRE-RETIREMENT PLANNING ACTIVITIES IN
LABOR ORGANIZATIONS



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Printed material supplied is
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17. Role-defining activities
18. Continuing education
19. Retirement magazine and/or newsletter

TABLE V

PRE-RETIREMENT PLANNING ACTIVITIES
IN STATE GOVERNMENT

	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MISC
N = 40								
Alabama	NA							
Alaska	NA					1	1	
Arkansas	NA							
Arizona [a.]	NA							
California	NA					1	1	
Colorado	40					1	1	
Connecticut	NA	1				1	1	
Delaware	*							
Georgia	NA					1	1,2,3,4	
Hawaii	NA							
Idaho	63					1		
Illinois	NA	1,2	b.	1,2				
Indiana	50					1		
Iowa [c.]	50	1,2,3,4	7	1,2,3,4		1,2,3,4	1,2,3,4,5	
Kansas	NA							
Kentucky	NA					1		
Louisiana	60	1				1	5	
Maine	NA							
Maryland	50	1,2,3,4		1,2,3,4				
Massachusetts	*							
Michigan	NA	1		1				
Minnesota	55	1,2,3,4	7	1,2,3,4				
Mississippi	NA							
Missouri	NA							
Montana	55	1				1		
Nebraska	NA					1		
Nevada	NA							
New Jersey	NA					1	1	
New Mexico	*							
New York	NA						1	
North Dakota	NA					1		
Oregon	NA					1	1	

TABLE V (Continued)

PRE-RETIREMENT PLANNING ACTIVITIES
IN STATE GOVERNMENT

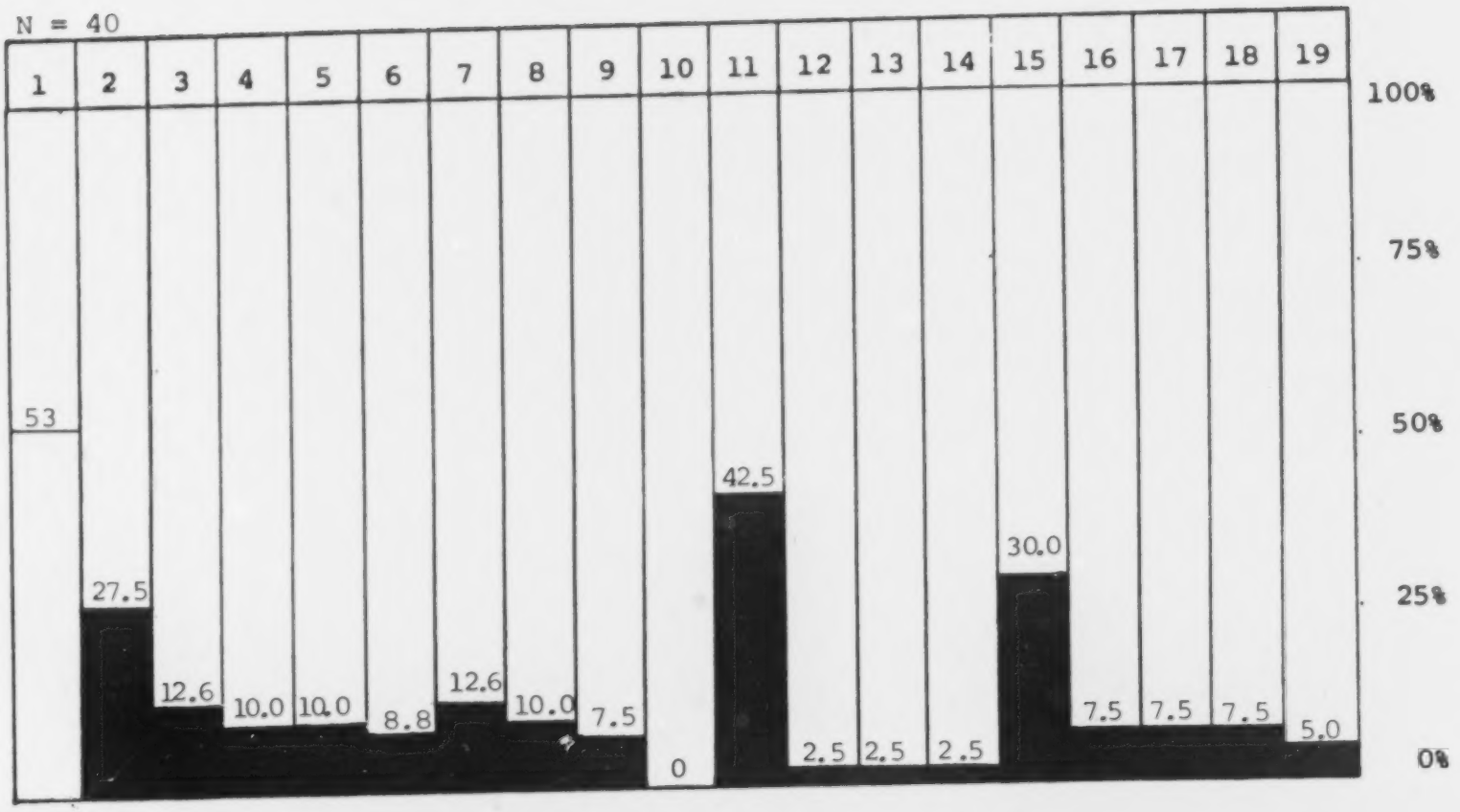
	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MI-SC
Pennsylvania	NA	1,2,3,4 [d.]					1,2,3,4	
South Dakota	NA							
Tennessee	NA	1						
Utah	NA	1						
Virginia	NA							
Washington	NA							
West Virginia	NA					1	1	
Wisconsin	55					1	1	

a. NA = no age given
b. Information provided through a one day workshop
c. Pilot program now underway
d. Limited to Liquor Control Board

* These replies indicate our survey letter is in process of referral

FIGURE IV

FREQUENCY DISTRIBUTION SHOWING PERCENTAGES OF
PRE-RETIREMENT PLANNING ACTIVITIES IN
STATE GOVERNMENTS



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18. Continuing education
19. Retirement magazine and/or newsletter

TABLE VI

PRE-RETIREMENT PLANNING ACTIVITIES
IN SELECTED UNIVERSITIES AND COLLEGES

	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MI-SC
N = 11								
Albion College - Mich.	NA [a.]							
Cal. Inst. Tech.	NA						4	
University of Chicago [b.]	NA	1,2,3,4	11	1,2,3,4			1,2,3,4	
College of Idaho	NA							
Indiana Central	NA							
Kalamazoo College	NA							
Marquette-Milwaukee	NA							
University of Maryland	NA							
Univ. of Massachusetts	NA							
N.C. State	NA							
University of Richmond	NA							

a. NA = no age given
b. Programs conducted on consultant basis upon request only

TABLE VII

PRE-RETIREMENT PLANNING ACTIVITIES IN
PROFESSIONAL, CHARITABLE AND RELIGIOUS ORGANIZATIONS

N = 6	AGE ELIGIBLE	GROUP SESSION	NO. OF SES.	PROFESSIONAL EXPERTISE	IS SPOUSE INCLUDED?	INDIVIDUAL COUNSELING	PRINTED MATERIAL	MI-SC
Adult Educ. Assoc.	NA [a]						4	
Dale Carnegie & Assoc.	NA							
Catholic Charities	NA							
Council of Churches	NA							
Senior Citizens of Am.	NA						5	
YMCA	NA							

a. NA = no age given

V. SUMMARY AND CONCLUSIONS

This survey, through the mailing of inquiries to the chief executive officers of the largest organizations in the United States and various other organizations, has provided a sample view of the "state of affairs" of pre-retirement planning activity in the United States. To summarize, it can be stated there is clearly a need for proper pre-retirement planning throughout the nation. Only nine (9) of one hundred thirty eight (138) organizations that responded to the survey letter approached the criteria for program development; one of the respondent organizations gave formal training to equip persons in coordinating and conducting such programs. This need for formal programs of pre-retirement planning is made more apparent by the number of inquiries by organizations for further information concerning implementing pre-retirement planning programs in their organizations. Forty six (46) of the organizations spontaneously expressed a desire to know more about pre-retirement planning activity and requested additional information.

The survey lends to the conclusion that, if indeed what large organizations are doing is in turn representative of what most organizations, large or small, are doing, then very little is being done relative to pre-retirement planning.

If this is the "state of affairs" of pre-retirement planning, it would appear that the Drake University Pre-Retirement Planning Center is the only organization actively engaged in providing programs for persons planning their retirement. In addition, it would also appear that the

Center is the only organization actively providing training programs for representatives of organizations in initiating and implementing in-house programs of pre-retirement planning.

APPENDIX E

PRE-RETIREMENT PLANNING

A Guide To

Program Development For Pre-Retirement Planning

Prepared by

Donald L. Bowman

Drake University Pre-Retirement Planning Center

Des Moines, Iowa

June 1969

TABLE OF CONTENTS

CHAPTER		PAGE
I.	Why Pre-Retirement Planning?	1
	Purpose of Manual.	3
	Why Provide Pre-Retirement Planning?	3
II.	Drake University Pre-Retirement Planning Program	5
	Program Planning	5
	Objectives of a Pre-Retirement Planning Program	5
	Meetings	6
	Physical Facilities	6
	Size of Groups	6
	Ages of Group Participants	7
	Recruitment.	7
	Program Sequence	8
	Program Content	9
	General Observations	20
	Information and Discussion Materials	20
III.	Program Evaluation	21

Appendix A - Data Form

Appendix B - Evaluation Form

Appendix C - Packet Material

CHAPTER I

WHY PRE-RETIREMENT PLANNING?

Retirement! More people than ever are entering into this phase of life. The current estimate is that 20 million persons in the United States are now age 65 or older. This is increasing at a net of 800 individuals per day.[1] This is an annual increase of 292,000 persons into the are of retirement.

The principal reason that this is significant is that the trend in business and industry today is to hire people under 45 and to force retirement at age 65. In many instances this is being reduced to 60 and in some jobs even down to 55. When consideration is given the fact that the average person of 65 can expect to live an additional 15 years, one can begin to understand the problem posed by forced retirement. Whether these will be 15 happy years obviously depends upon many factors, some of which, like the death of a spouse, are beyond the control of the individual. A number of other factors, however, are subject to a considerable degree of control.

Some people look forward to retirement. Others dread it. If retirement comes to mean a precarious and poor standard of living, retirement is dreaded almost universally. But there are persons who dread retirement even when pensions, annuities, and savings guarantee them freedom from want.[2]

Indeed, it seems that present day society is approaching a forced phase in life than can appropriately be termed the leisure time. Leisure

is not, in its real sense, recreation, it is not simply time off from the job; it is not idleness. Phrases such as "leisure homes, leisure clothes, leisure everything" have do to with the use of free time -- the time one does not happen to be on the job any longer. In the interest of this manual, leisure is indicative of retirement, of that phase in one's life when he leaves full-time employment; that time when, perhaps for the first time in his life he is free to do what he wants to do for himself. It is finally his chance to develop all his potentials in all areas in which he might have potentials.

"Leisure... is an <u>activity</u> - the pursuit of truth, an understanding of ourselves as living beings, of the societies we have constructed, and of the physical world in which we find ourselves. Leisure, in its truest sense, is an act of aesthetic, psychological, religious and philosophical contemplation: a category of activity almost entirely missing from American life today."[3]

In the American society at the present time there is almost no concept of training people for a life of leisure. It isn't even known whether people can accept leisure as a way of life. Present day society is on the threshold of a time when leisure is possible for most nearly all people, and very little is being done to prepare them for this new dimension of human life.[4]

In view of this fact, that there is a lack of retirement preparation, on June 1, 1967 Drake University in cooperation with the United States Department of Health, Education and Welfare, and the United States Department of Labor put into operation the Drake

University Pre-Retirement Planning Center at Des Moines, Iowa.

The basic assumption underlying the Center's operation is that involvement in lectures, discussions, planning and activity concerning retirement can lessen attitude and adjustment problems of pre-retirees, that such changes would not occur without the services of formal pre-retirement planning. Satisfactory adjustment in retirement depends upon the extent to which an individual is able to replace the roles and satisfactions of work with other acceptable roles and satisfaction; planning one's post-retirement physical, social and economic affairs facilitates this process.

To this end, the major concern of the Center has been to assist individuals who are within 10-15 years of retirement to evaluate and improve their potentials for productive activity after the period of full-time, regular employment is past.

PURPOSE OF MANUAL

The purpose of this manual is to provide information, ideas, and session outlines to be used by interested persons and organizations as guides to instituting a pre-retirement planning program. The information contained herein is based on the successful results of pre-retirement planning programs conducted by the Drake University Pre-Retirement Planning Center.

WHY PROVIDE PRE-RETIREMENT PLANNING?

The employee who thinks his employer is interested in helping him retire successfully is a better employee while he is still working; the employee who thinks he is being pushed out with scant courtesy and

less help may instead become a trouble maker. The retired employee who feels his employer helped him to successful retirement usually is a good advertisement for his employer.

Churches, professional organizations, labor and other groups sell service. When they provide pre-retirement planning they provide the kind of service for which members are grateful.

---

1. Herman B. Brotman, "Every Tenth American" (paper read at the State Conference, Iowa Commission on the Aging, Des Moines, Iowa October 1, 1968.)

2. Ethel Sabin Smith, The Dynamics of Aging (New York: W. W. Norton and Company Inc., 1956), p. 125.

3. Kaiser Aluminum News, The Theory of the Leisure Masses, (Vol. XXIV, No. 5., Oakland, California: Kaiser Aluminum and Chemical Corporation, 1966), p. 21.

4. Ibid.

CHAPTER II

DRAKE UNIVERSITY PRE-RETIREMENT PLANNING PROGRAM

PROGRAM PLANNING

With few exceptions, formal systems of higher education provide training in the manipulation of symbols rather than of things; reliance on thinking rather than on feeling; and commitment to understanding rather than to action. This model is felt to be inappropriate for pre-retirement planning. As much as possible, the program is designed as a flexible action-oriented and experience-based learning model which is less intellectual and more emotionally involved. The basic purpose is to change negative attitudes, and to motivate the participants to make intelligent and knowledgeable decisions that will lead to a satisfactory and creative retirement.

OBJECTIVES OF A PRE-RETIREMENT PLANNING PROGRAM

The objectives of any pre-retirement planning program should include the following:

1. To facilitate legal and financial planning
2. To facilitate health and welfare planning
3. To involve pre-retirees in role-defining activities
4. To involve pre-retirees in continuing education.

Specifically, in order to facilitate thought, discussion and planning in those areas of greatest interest and concern surrounding the problems of retirement, these four major areas should be established for coverage by each pre-retiree group.

MEETINGS

Meetings are scheduled for two-hour sessions, once a week for a period of seven weeks. For an industrial or governmental group, that is, a group for which a program would be presented on an in-plant basis, for both economical and motivational purposes, shared-time programming can be used. This type of programming is arranged on the basis of one-hour released time and one hour of the employee's time. Generally, the two-hour sessions are then scheduled for either the first hour after lunch or the last hour prior to quitting time so that the two hours follow consecutively. For non-industrial, non-governmental groups, meetings are usually scheduled during the early evening hours for the convenience of participants.

PHYSICAL FACILITIES

As is characteristic and essential with any type of formal learning situation, the physical environment should contribute to the learning experience. A well lighted, well ventilated accommodation should be made available. Even though the various type presentations are somewhat formal in the method of presentation, the seating arrangements should follow an informal pattern as much as possible. It has been found to be more conducive to establishing an informal environment if seating is not of the auditorium of classroom style.

SIZE OF GROUPS

The size of any one group should not be greater than 30 persons nor less than 15. If a group numbers more than 30 there is a tendency to lose the informal discussion type environment. The atmosphere

becomes much too formal to present the necessary seeking of answers required for understanding. On the other hand, it is usually not economically feasible to have less than 15 participants for any one group.

AGES OF GROUP PARTICIPANTS

It has been found that age group 56-57 has the greatest positive attitude change toward retirement as a result of participating in formal pre-retirement planning. In general, however, retirement planning has little apparent meaning to persons under 50. This is not to say persons younger than 50 would or could not benefit from such a program but the general attitude of persons younger than this seems to be such that few are ready to be formally reminded that retirement is just around the corner. For persons over 65, the general attitude is that in most instances they are already retired and it's too late for planning. As a result, the most effective age range for pre-retirement planning has been found to be from 50-65.

RECRUITMENT

Recruitment of group participants for any program should be on a voluntary basis. There should be no forced attendance. The implication here is, of course, directed to industrial and governmental agencies. For participants to derive the greatest benefits from a pre-retirement planning program, the program should be attended voluntarily. This appears to be the best procedure since it does not imply to the older employees that they are being forced to attend because the company is anxious to get rid of them.

Recruitment by non-industrial non-governmental organizations would of course be by invitation made through newspapers, bulletins, T.V. announcements, radio announcements and the like.

PROGRAM SEQUENCE

The sequence of various programs has been extensive and varied but the following sequence represents the one as being generally most satisfactory. It includes the four subject areas implied by the objectives of a pre-retirement planning program in a sequence that begins with a general orientation to the program and proceeds to raise the major issues of retirement. The program moves to the area of finances, the area of most immediate concern to pre-retirees, and is followed by issues of health and welfare and ends with planning for post-retirement activities. The general sequence of the seven two-hour meetings is as shown, although certain lectures could be specifically tailored to meet the background and needs of any particular group.

1. Introduction and Orientation
2. Changing Roles
3. Financial
4. Financial - Health & Welfare
5. Financial - Health & Welfare
6. Continuing Education
7. Changing Roles

The following examples are indicative of possible areas of discussion and planning when considering each subject area:

1. Legal and Financial planning subject areas to consider would be budgeting, wills, life insurance, estate planning, investments, social security, and fringe benefits.

2. Health and Welfare planning subject areas of consideration would include housing, health insurance, health examinations, medicare and recreation.

3. To involve pre-retirees in role-defining activities, consideration should be given to such areas as psychological aspects of retirement, avocations, vocations, part-time employment, community and service organization, and leisure time use.

4. To involve pre-retirees in continuing education activities, areas to include would be various educational activities, hobbies, reading, adult education, and university evening courses.

PROGRAM CONTENT

Each of the seven meetings is addressed by an authority in one of the four major subject areas. Following a brief dissertation each session is then opened to questions and discussion. The following session outlines, session explanations, and speaker sources represent guides that can be used in establishing a pre-retirement planning program. This session information is presented in the same order as discussed under Program Sequence for reasons of convenience for program coordinators:

SESSION I - INTRODUCTION AND ORIENTATION

A. Introduction
   1. Objectives and goals
   2. Expectations of participants
B. Need for Pre-Retirement Planning
   1. Statistics on increasing life expectancy
   2. To overcome crisis brought about by abrupt change
C. Completion of Personal Data Sheet (optional)
D. Coffee Break

E. General group discussion
   1. Discussion of outline of material to be covered in following weeks
   2. Individual counseling appointments made - if requested

Session Explanation: This session is an introduction to the program. During this session the orientation consists of dispensing information on the type of program, the cooperating departments or agencies, the objectives and goals, and what the participant can expent from participating in the program. It helps to get the point across by presenting various current statistical information such as the net increase of 800 persons per day nationwide reaching age 65, and if a person survives to age 65 he can expect, on the average, an additional 15 years of life.

Another item that is covered is the completion of a confidential data sheet. This data sheet is important regardless of the type of organization sponsoring the program. The information collected should be used as a means of determining changes in subject area emphasis to fit the particular stated information needs of the program participants. A sample data sheet is presented in the appendix.

The second portion of the session involves a discussion concerning the need for pre-retirement planning. The last part of the session is spent in some general group discussion outlining the material to be covered during the following weeks. If individual counseling is requested appointments are usually made at this time.

It is imperative that an atmosphere of informality be encouraged. During this session good rapport must be established between program

coordinator and participants in an attempt to gain group compatibility. It has been found that just the realization that the other members of the group are facing the same crisis and seeking the same kinds of information is often enough to ease the startling crisis of retirement.

Speaker Sources: It is assumed that the program coordinator will be the liaison person between the group participants and speakers. As such he is the ideal person to conduct the first session. It is helpful if this person also is familiar with and able to use group leadership techniques.

SESSION II - CHANGING ROLE

A. Films on Retirement Planning (Note: The presentation of Session II presents an option of showing three film strips with accompanying 33 1/3 sound track or a 16 mm color, sound, movie. Perhaps in some instances both will be used. However, since the same topics are discussed in both the film strip and movie, the movie has been found to be somewhat more effective for the Drake University project.)
   1. Movie: "The Rest Of Your Life"*
      a. When should planning for retirement begin?
      b. Where should one live after retiring?
      c. How can time be spent productively?
      d. What monetary factors should be considered?

* "The Rest Of Your Life" can be obtained from Journal Films, Inc., 909 West Diversey Parkway, Chicago, Illinois 60614

2. Film Strips:**
   a. "The Best Is Yet To Be"
      (1) Role changes as a result of retirement
      (2) Use of leisure time
      (3) Questions one must ask
   b. "The Far Side Of The Moon"
      (1) Financial and legal planning
      (2) Money and budget considerations
   c. "The Time Of Your Life"
      (1) Housing - where to live
      (2) Health and medical
      (3) Leisure time - community activities

B. Coffee Break
C. Psychological Adjustment in Retirement
   1. Peace or crisis
   2. Rewards from leisure
   3. Rewards from work
   4. Involvement is keynote
   5. Related studies -- research findings

** Information regarding the film strips "The Best Is Yet To Be," "The Far Side Of The Moon" and "The Time Of Your Life" can be obtained from Aetna Life and Casualty, Hartford, Conn. 06115

Session Explanation: This session is concerned with changing roles, that is, the psychological aspects and implications of retirement. Discussion centers around the psychological aspects of retirement and the problems of personal role re-defining as the retirement age is reached. The basic areas of discussion are generated by the use of the movie, "The Rest Of Your Life," or the three film strips, "The Best Is Yet To Be," "The Far Side Of The Moon," and "The Time Of Your Life." Subjects for the discussion usually are:

1. Are you looking forward to retirement or dreading it?
2. What is the right age to begin a plan for retirement?
3. What factors should be included in deciding where you will spend your retirement years? Present home? Familiar surroundings? Children and grandchildren? Moving to a different climate?

4. If you are considering a move to a different part of the country what about the cost of living? Employment possibilities for retired people? Churches? Hospitals? Recreation? Shopping?
5. Even if you are planning to stay in the same community, are you going to need the same room you have at present?
6. What about expenses after retirement?
7. What about retirement income -- Social Security, company retirement benefits, insurance, and all the other sources?
8. How do you plan to spend your increased leisure time?
9. What about your health and physical checkups?

Speaker Sources: It is advisable that the resource person for this session be a psychologist familiar with the problems of retirement. Such services can usually be obtained from local universities or colleges. Another excellent source is hospitals with gerontology sections. Regardless of the source, it is to the benefit of the session if the psychologist previews the films to be used. The reason for this is rather obvious as he can center the discussion around the visual aids.

SESSION III - FINANCIAL

A. Legal and Financial Planning
    1. List of assets -- prepare one now
    2. Methods of distribution
        a. Joint tenancy - tenants in common - sole ownership
        b. Designation of life insurance
        c. No will
        d. Having a will
B. Coffee Break
C. Estate Planning
    1. Will
        a. Executor fees
        b. Mechanics of preparing a will
    2. Trust
        a. Living trust
        b. Trustee fees

D. Taxation
   1. Income taxes
   2. Gift taxes
   3. Inheritance taxes

Session Explanation: Session III covers financial aspects and is concerned primarily with the areas of legal and financial planning. As the above outline indicates, this session basically deals with budgeting, listing assets, methods of property distribution, and estate planning. Discussion on estate planning covers wills, executor's fee, investments, taxation, trusts, and any other relevant information. Life insurance is also discussed but only in terms of beneficiary, taxes, and investment purposes. If group needs dictate, a discussion of life insurance may be worthy of a separate session to consider types of insurance, amount of insurance, general insurance terminology, kinds of benefits, methods of payment, beneficiaries, settlement options, and the like.

Speaker Sources: With the exception of a separate session on life insurance, the best resource person for this session is a trust officer from the local bank. This person is usually a lawyer and as such is up-to-date on nearly all aspects of estate planning. Other possible sources are the local and state Bar Associations, or lawyers in private practice.

For a session devoted entirely to insurance, the resource person should be an insurance agent or possibly an individual from an insurance department of a local college or university. A word of caution regarding the use of an agent; unless he is informed beforehand on the intent of pre-retirement planning, the session can likely be turned into a commercialized sales pitch.

SESSION IV - FINANCIAL - HEALTH & WELFARE

A. Social Security
   1. General discussion of Social Security
      a. History
      b. Funding
      c. Differences from private systems
   2. Method of calculation
      a. Base taxable income
      b. Coverage year
   3. Benefits
      a. Retirement benefits
      b. Disability benefits
      c. Widow's benefit
      d. Death benefit
   4. Retirement test
      a. Earnings covered
      b. Documents required
B. Coffee Break
C. Medicare
   1. Part A: Hospital
      a. Benefits
      b. Costs
   2. Part B: Physicians' fees
      a. Monthly premiums
      b. Coverage

Session Explanation: This session pertains to health and welfare; information regarding Social Security and Medicare is given at this time. A general discussion concerning the history of Social Security and Medicare, the funding and the differences between Social Security and a private system, the methods of calculating benefits, benefits that are available in terms of retirement, disability, widows, children, and death benefits. Any other restrictions connected with Social Security are also covered at this time. In addition, Medicare is discussed in terms of the hospital benefits and costs concerning monthly premiums and coverages. Certain groups sometimes find Social Security and Medicare irrelevant or at least not as important as their own Retirement Benefit plans. In this instance, the emphasis would then be

placed on the appropriate Retirement Benefit plan(s) of the group.

Speaker Sources: The local Social Security Administration should be contacted for a resource person in the area of Social Security and Medicare. They are most cooperative in providing well qualified persons as speakers.

Other resource persons would be selected on the basis of the kinds of retirement benefit plan(s) considered appropriate for any one particular group. Examples of such persons would be personnel directors of businesses and industries and department heads of state or local government compulsory retirement plans.

SESSION V - FINANCIAL - HEALTH & WELFARE

A. Employment After Retirement
    1. Full time or part time
    2. Kinds of jobs available
    3. Supplemental income
    4. Obstacles to overcome
        a. Age
        b. Physical
    5. Assets of older workers
    6. Where to find a job
B. Coffee Break
C. Health and Welfare
    1. Diet
        a. Food requirements
        b. Meal planning
        c. Weight watching
    2. Physical conditioning
        a. Exercise
        b. Diet
    3. Signs to look for

Session Explanation: This session also pertains to health and welfare and is primarily concerned with possible employment after retirement and the health and welfare of the physical well being of the individual. Information discussed during the first half of the session includes

the kinds of jobs that are available to retirees for purposes of supplementing their income, obstacles to be overcome such as age and physical condition, assets of older workers, and where jobs can be obtained.

The second part of the session centers around discussions about the health and welfare of the physical well being of the individual. Areas of discussion include dietary requirements such as eating the right foods, the facts and fallacies of vitamins and other supplemental foods, meal planning, weight watching, and physical conditioning that includes such subject areas as exercise, rest, and relaxation requirements of older persons, health examinations, and community health resources.

Speaker Sources: Speakers for the first part of the session, "Employment After Retirement," can be obtained from state employment services, private employment agencies, and the local office of the Small Business Administration.

An excellent source for the second part of the session, "Dietary Requirement and Physical Fitness," is the local county extension office. Other possible sources for these topics would include the local chapter of the American Medical Association or Osteopathic Physicians Bureau.

SESSION VI - CONTINUING EDUCATION

CREATIVITY AND USE OF LEISURE TIME

A. Continuing Education
   1. Need for education
   2. Too old to learn?
   3. Local adult educational opportunities
B. Coffee Break
C. Creativity
   1. How and when to be creative
D. Use of Leisure Time
   1. Hobbies
   2. Crafts
   3. Volunteer work and community services

Session Explanation: This session covers many areas and often it is advisable to have two sessions to adequately cover the subjects. Areas discussed are leisure time activities, crafts, service work, the need for continued education and whether a person is ever too old to learn. Information about universities, colleges, community colleges, public school adult education programs, correspondence courses, and technical assistance programs, is presented. Also included is the subject of community services and volunteer work. This session provides an excellent opportunity to stress the importance of the necessity for retired persons remaining active.

Speaker Sources: Several speakers may be required in order to sufficiently cover the considered topics. Resource persons for volunteer work and community services can be obtained from the local volunteer bureau.

For hobbies, crafts, creativity, and continuing education, speakers can be selected from local adult education departments,

community colleges, universities, art centers and civic centers. Speaker sources for these various topics depends a great deal upon the community itself, i.e., the program coordinator must be well informed on the available sources in the community so proper speaker selection can be made.

SESSION VII - CHANGING ROLES

A. So What's Retirement"
   1. Retirement from a retired individual's viewpoint
   2. Things to look out for
   3. Things to enjoy
B. American Association of Retired Persons (AARP)
   1. History of organization
   2. Advantages of membership
   3. How to become a member
C. Coffee Break
D. Summary Discussion of the Program
   1. Development of additional programs
   2. Explanation of evaluation and follow-up
E. General Discussion

Session Explanation: This is the concluding session which takes a look at retirement from a retired person's viewpoint. Such things as what to look out for and activities participants might enjoy in retirement are discussed. Also presented is a brief explanation about the American Association of Retired Persons (AARP), its activities and how one can become a member. Concluding the program is a general discussion about the pros and cons of the program, possible additional programs, an explanation of the evaluation and follow-up, and any other areas deemed required to meet the needs of the participants.

Speaker Sources: The speaker to provide a retiree's viewpoint should be someone who has already successfully retired; preferably someone

over age 65. This person could be a former employee, member of a church or retired member of a professional organization. A representative from the local chapter of AARP can be obtained to talk about AARP. The program coordinator should lead the general summary discussion.

GENERAL OBSERVATIONS

As can be seen from the Program Content, for any given group of participants, the topics to be discussed are varied and many. A good guide to a beneficial program is to survey the possible needs and requirements of a prospective group of pre-retirees and use this as a guide for selection of program content.

INFORMATION AND DISCUSSION MATERIALS

At the first meeting, each participant in the program receives a Pre-Retirement Planning packet containing the following materials:

1. Application form - American Association of Retired Persons
2. Bibliography of books for planning the Best Years of Your Life
3. A discussion of family money - Women's Division, Institute of Life Insurance
4. Socio-economic aspects of money management - Women's Division, Institute of Life Insurance
5. Expenses Now and in Retirement Worksheet
6. Nine Steps in Successful Retirement Planning - The Retirement Handbook.

In addition many speakers provide handout material relevant to their respective presentation. Information regarding acquiring the above "packet" materials is given in the appendix.

CHAPTER III

PROGRAM EVALUATION

In order to maintain a continuing self-corrective factor in the effectiveness of the over-all program, as well as to provide essential information about the behavior, feelings and attitudes of individuals toward retirement, the following evaluations should be considered.

1. Additional retirement planning can be determined by follow-up letters to each pre-retiree who participates in the program. The letter should inquire as to the amount of retirement planning and activity in which the participant has engaged since his participation in the program.

2. Program acceptance can be determined by having each attendee fill out an evaluation at the completion of his participation in the program. Such an evaluation should be concerned with the subject areas, content, presentation, etc. The sample evaluation form used by the Drake University program is presented in the appendix.

3. Recruitment and involvement techniques are evaluated by both the program co-ordinator and speakers in terms of program acceptance, participation, community feedback and observed behaviors of pre-retirees involved in the program.

Additional Retirement Planning is measured by asking participants to fill out an evaluation form sent to them following their completion of the program (see appendix). Item #14 on this form asks them to check any activity about which they have sought additional information or have become involved in, either during or since the pre-retirement sessions. A simple tabulation of the number of additional activities checked provides a rough guide to the amount of additional retirement

planning following program participation.

Program Content: An evaluation of each pre-retiree's reactions to the program content is obtained by asking them to rate such aspects of the program as: Over-all opinion of the program; best and least liked sessions; objectives clear and met; emphasis on important areas; amount of material covered; amount of new and usable material presented; length of sessions and discussion. This is accomplished by a six-point scale on the evaluation form sent to participants following program completion.

Recruitment and Program Techniques: These are evaluated as to their effectiveness in terms of the following:

-the total number of individuals participating in the program.
-appropriateness of age and time until retirement of individuals participating in the program.
-questionnaire data on original source of information about the program.
-the proportion of the number of industries instituting the program to the number of industries contacted.
-the number of individuals responding from the community-at-large or the sponsoring organization.

Program techniques are evaluated in terms of general participant attendance and responsiveness during the program itself, general participant responses on the evaluation form and subjective judgment by the program co-ordinator and speakers.

APPENDIX A

Data Form

PRE-RETIREMENT PLANNING CENTER
Drake University
Des Moines, Iowa

CONFIDENTIAL DESCRIPTIVE DATA FORM

Your Name: _____ Age: ____ Sex: ____ M ____ F

Home Address: _____ Telephone: _____

City: _____ Zip Code: _____

Birthdate: (Month) _____ (Day) _____ (Year) _____

A. What is your current marital status? (Circle One)

Single Married Separated Divorced Widowed

B. Are you a veteran? _____

C. What is the highest grade in school you completed? (Circle appropriate number)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Bachelor's Master's Ph.D.
Other (Trade or Vocational School _____

D. Who is your present employer?
Name: _____ City: _____
How long have you worked for this employer? _____
How would you classify your job?
_____ Professional and Managerial
_____ Technical
_____ Clerical or Sales
_____ Personal Service Occupations
_____ Industrial
_____ Housewife
What is your present job title: _____
If you are already retired, what was your last job title prioe to retirement: ____
_____

E. In which of the following income ranges would your own personal total annual income be included?

_____ $ 0 - 1,999
_____ $2,000 - 3,999
_____ $4,000 - 5,999
_____ $ 6,000 - 7,999
_____ $ 8,000 - 9,999
_____ $10,000 - 11,999
_____ $12,000 - 13,999
_____ $14,000 - 15,999
_____ $Over $16,000

F. Are you covered by a company retirement pension plan?

_____ Yes _____ No. If yes, for how many years have you been covered? _____

G. At what age do you expect to retire? _____
What do you estimate will be your personal total monthly income at retirement? _____
Do you anticipate a need for employment after retirement? (Circle One)

Full-time Part-time No Need

H. As you approach retirement which of the following concern you:

_____Estate Planning	_____Social Security	_____Leisure Time Activities
_____Legal Planning	_____Medicare	_____Need For Employment
_____Taxes	_____My Health	_____Where To Live
_____Retirement Income	_____My Education	_____Other (Please explain)

_____

_____

_____

_____

I. Check below the items in which you have been involved during the past year.

Legal Planning	Occupational Organizations	Church Organizations
_____Legal Planning	___Occupational Organizations	__Church Organizations
_____Insurance Planning	___Service Clubs	__Social Clubs
_____Financial Planning	___Education For Credit	__Personal Counseling
_____Health Planning	___Adult Education	__Civic Organizations
_____Social Security Planning	___Seasonal Employment	__ Other (Please
_____Professional Organizations	___Fraternal Organizations	explain)

_____

_____

_____

_____

J. Where did you first learn about the Pre-Retirement Planning Center?

_____Newspaper article	_____Radio or T.V. Announcement
_____Newspaper Advertisement	_____A friend
_____Drake Brochure	_____Husband or wife
_____Employer	_____Other (what source?)_____

_____

APPENDIX B

Evaluation Form

EVALUATION FORM - PRE-RETIREMENT PLANNING CENTER

Please circle number you feel appropriate

1. Rate your over-all opinion of the retirement planning programs:
   Excellent 1 2 Average 3 4 5 Poor 6

2. Which session did you like BEST? Why?
   _____

3. Which session did you like LEAST? Why?
   _____

4. Were the objectives of the program made clear to you prior to or during the first session?
   Completely 1 2 Somewhat 3 4 Not At All 5 6

5. What was the extent to which these objectives were met?
   Completely 1 2 Somewhat 3 4 Not At All 5 6

6. Was the emphasis of the program on the areas which are of importance to you?
   Completely 1 2 Somewhat 3 4 Not At All 5 6

7. The amount of the material was:
   Too Much 1 2 Adequate 3 4 Insufficient 5 6

8. Rate the retirement planning sessions as to amount of NEW information gained?
   Extensive 1 2 Adequate 3 4 Insufficient 5 6

9. Rate the retirement planning sessions as to the amount of USABLE information:
   Beneficial 1 2 Some Use 3 4 Limited Use 5 6

10. The length of the sessions was:
    Too Long 1 2 About Right 3 4 Too Short 5 6

11. Rate the opportunity for you to exchange or share ideas during the sessions:
    Excellent 1 2 Average 3 4 Poor 5 6

12. Check below the areas in which you are still concerned about as you approach retirement:

_____Estate Planning	_____Social Security	_____Leisure Time Activities
_____Legal Planning	_____Medicare	_____Need for Employment
_____Taxes	_____My Health	_____Where To Live
_____Retirement Income	_____My Education	_____Other (Please Explain)

_____

_____

_____

13. Would you like to participate in another similar program? _____Yes _____ No
If yes, what additional topic(s) should be covered _____

14. Check below the activities in which you have sought additional information or have become involved in either during or since the pre-retirement sessions:

__Legal Planning	__Occupational Organizations	__Church Organizations
__Insurance Planning	__Service Clubs	__Social Clubs
__Financial Planning	__Education For Credit	__Personal Counseling
__Health Planning	__Adult Education	__Civic Organizations
__Social Security Planning	__Seasonal Employment	__Other (Please Explain)
__Professional Organizations	__Fraternal Organizations	

_____

_____

_____

15. Now that you have completed the sessions on retirement planning at what age do you believe you will retire? _____ What do you estimate will be your personal total monthly income at Retirement? _____Do you now anticipate a need for employment after retirement? _____Full-time _____Part-time _____No Need.

16. What single aspect did you enjoy most about the sessions? _____

_____

_____

_____

17. Comments:

_____
Your Name

APPENDIX C

Packet Material

PRE-RETIREMENT PLANNING CENTER
DRAKE UNIVERSITY
1166 - 27th Street
Des Moines, Iowa

The following books are available in the reading room of the Pre-Retirement Planning Center:

Arvois, Edmond: MAKING MOSIACS. The Oak Tree Press, London and Melbourne, 1964.

Batchelder, Alan B.: THE ECONOMICS OF POVERTY; INTRODUCTION TO ECONOMIC SERIES. Kenyon A. Knopf, editor, John Wiley & Sons, Inc., 1966.

Berne, M.D., Eric: GAMES PEOPLE PLAY: THE PSYCHOLOGY OF HUMAN RELATIONSHIPS. Grove Press, Inc., New York, 1964.

Buckley, Joseph C. revised by Henry Schmidt: THE RETIREMENT HANDBOOK. Third edition, Harper & Row, New York, Evanston & London, 1967.

Carp, Frances Merchant: A FUTURE FOR THE AGED. Published for the Hogg Foundation for Mental Health by the University of Texas Press, Austin & London, 1966.

Clark, Ph.D., Margaret and Barbara Gallatin Anderson, Ph.D.: CULTURE AND AGING. Chas. C. Thomas Publisher, Springfield, Illinois, 1967.

Cumming, Elaine and William E. Henry: GROWING OLD: THE PROCESS OF DISENGAGEMENT. Basic Books, Inc., New York, 1961.

Donahue, Wilma, Woodrow W. Hunter, Dorothy H. Coons, Helen K. Maurice. editors: FREE TIME: CHALLENGE TO LATER MATURITY. The University of Michigan Press, Ann Arbor, Michigan, 1958.

Duffus, R. L.: ADVENTURE IN RETIREMENT. W. W. Norton & Company, Inc., New York, 1965.

Engel, Louis: HOW TO BUY STOCKS. Bantam Books, Inc., New York, 1967.

Geist, Ph.D., Harold: THE PSYCHOLOGICAL ASPECTS OF RETIREMENT. Charles C. Thomas Publisher, Springfield, Illinois, 1968.

Girson, Rochelle: MAIDEN VOYAGES. Harcourt, Brace & World, Inc., New York, 1967.

Groene, Theodor: A GUIDE TO RETIREMENT LIVING: THE HARVEST YEARS. The Christopher Publishing House, Boston, 1966.

Hall, Harold R.: EXECUTIVE RETIREMENT. Harvard University, Boston, 1953.

Harbin, E. O.: THE FUN ENCYCLOPEDIA: A COMPREHENSIVE, ALL-PURPOSE, ENTERTAINMENT PLAN BOOK FOR THE HOME, CLUB, SCHOOL, CHURCH AND PLAYGROUND. Abingdon Press, New York and Nashville, 1960.

Lally, M.D., James: THE OVER FIFTY HEALTH MANUAL: A GUIDE TO A VIGOROUS AND LONGER LIFE FOR PEOPLE OVER 50. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1961.

Lasser, J.D.: YOUR SOCIAL SECURITY AND MEDICARE GUIDE. Prepared by the J. S. Lasser Tax Institute Bernard Greisman: editor, Simon and Schuster, New York, 1966.

Legler, Henry: HOW TO MAKE THE REST OF YOUR LIFE THE BEST OF YOUR LIFE. Simon and Schuster, New York, 1967.

Lynch, John: HOW TO MAKE COLLAGES. The Viking Press, New York, 1961.

Mathiasen, Geneva: CRITERIA FOR RETIREMENT: A REPORT OF A NATIONAL CONFERENCE ON RETIREMENT OF OLDER WORKERS. G. P. Putnam's Sons, New York, 1953.

Mathiasen, Geneva & Edward H. Noakes: PLANNING HOMES FOR THE AGED. F. W. Dodge Corporation, New York, 1959.

Moss, M.D., Bertram B.: CARING FOR THE AGED. Doubleday & Company, Inc., Garden City, New York, 1966.

Neal, Charles: SENSE WITH DOLLARS. Doubleday & Company, Inc., Garden City, New York, 1967.

Neugarten & Associates: PERSONALITY IN MIDDLE AND LATE LIFE. Atherton Press, New York, 1964.

Newgold, Bill: NEWGOLD'S GUIDE TO MODERN HOBBIES, ARTS, AND CRAFTS. David McKay Company, Inc., New York, 1962.

Nuccio, Sal: THE NEW YORK TIMES GUIDE TO PERSONAL FINANCE. Harper & Row, Publishers, New York, Evanston, and London, 1967.

Peterson, Robert: NEW LIFE BEGINS AT FORTY. Trident Press, New York, 1967.

The Retirement Council, Inc.: RETIREMENT MONEY GUIDEBOOK. Harper & Row, Publishers, 1963.

Rich, Mildred Kroll: HANDCRAFTS FOR THE HOMEBOUND HANDICAPPED. Chas. C. Thomas, Publisher, Springfield, Illinois, 1960.

St.-Gudens, Paul and Arthur R. Jackson: HOW TO MEND CHINA AND BRIC-A-BRAC: AS A HOBBY...AS A BUSINESS. Charles T. Branford Company, Publishers, Boston, Massachusetts, 1953.

Smith, Ethel Sabin: THE DYNAMICS OF AGING. W. W. Norton & Company, Inc., New York, 1956.

Stafford, Virginia & Larry Eisenberg: MORE FUN FOR OLDER ADULTS. Association Press, New York, 1967.

Stern, Edith M. with Mabel Ross, M.D.: YOU AND YOUR AGING PARENTS. Harper & Row, Publishers, New York and Evanston, 1965.

Taylor, Earl A.: MEETING THE INCREASING STRESSES OF LIFE. Chas. C. Thomas, Publisher, Springfield, Ill., 1963.

Vedder, Ph.D., Clyde B.: PROBLEMS OF THE MIDDLE-AGED. Charles C. Thomas, Publisher, Springfield, Illinois, 1965.

Ware, George W.: THE NEW GUIDE TO HAPPY RETIREMENT. Crown Publishers, Inc., 1968.

Wassersug, Joseph D.: HOW TO BE HEALTHY AND HAPPY AFTER SIXTY. Abelard-Schuman, London, New York, Toronto, 1966.

Wermel, Michael T. and Geraldine M. Beideman: RETIREMENT PREPARATION PROGRAMS: A STUDY OF COMPANY RESPONSIBILITIES. California Institute of Technology, April, 1961.

Williams, Richard and Claudine Wirths: LIVES THROUGH THE YEARS. Atherton Press, New York, 1963.

Willis, William: WHOM THE SEA HAS TAKEN. Meredith Press. New York, 1966.

Zimmermann, Gereon: THE SECRETS OF SUCCESSFUL RETIREMENT. Simon and Schuster, Inc., New York, 1963.

NINE STEPS IN SUCCESSFUL RETIREMENT PLANNING

1. DEFINE YOUR CONCEPTS OF RETIREMENT. You will be more contented and proud of your accomplishments if you first clearly understand the meaning, purpose and opportunities of retirement. There are two main classes of needs which motivate men: (1) Those which have to do with survival--food, clothing and shelter; (2) Those which have to do with approval of one's fellow men and acceptance in an-group, whether it be at work or in the community. When you retire from work, you still have these basic needs to satisfy. Your big problem in retirement is making the adjustment required to fill these needs under changed living conditions.

2. MAKE DECISIONS ON THE BASIS OF FACT. Find out as much as you can about retirement. Search out friends, acquaintances, friends of friends who have retired--ask them for advice. Try to translate what they did into fundamental principles. Analyze their techniques. Read books and articles devoted to retirement. Sift all the information you can gather. Separate the important from the unimportant. Make decisions on the basis of fact rather than on hunches or guesses. Decisions based on factual data are more likely to develop into a workable and individualized plan for you.

3. BE OPEN MINDED IN COLLECTING RETIREMENT IDEAS. Encourage family, relatives and friends to contribute ideas. The more ideas you have to consider, the easier it will be to select a practical pattern that best fits your personal goal and purpose. You can profit greatly from the experience and practical advice of those who have retired. You can work out a plan in complete detail guided by worthwhile successes and weak spots from the observations you make.

4. DO YOUR OWN ADVANCE PLANNING. A study of company retirement programs indicates that most companies do not give detailed counseling to employees on retirement problems. Most company activities are limited to keeping their employees informed on pension rights and a routine interview prior to leaving the company. Don't depend upon your employer to counsel and guide you on what you should do with your retirement time. Plan your own program. Retirement rewards men in proportion to their attitudes toward it. Retirement offers a rosy future for those who plan and work for it. As you progress in planning your retirement career, you become more realistic about the opportunities that lie ahead and less and less responsive to the emotional fears of difficult adjustments and boredom.

5. CONSULT YOUR WIFE. Work out your program with your wife. While men may retire from a routine schedule of work or business, women usually find their schedule of cooking, house cleaning, shopping,

and so forth remains pretty much the same. It may be more difficult operating on a reduced income, in smaller quarters, in a community where the wife is a stranger. During the years when the husband works, the wife sees him for only a few hours during the day, except on weekends and during vacations. After retirement, the husband may be around the house a good deal of the time. This may be a new experience for both partners and may require a period of adjustment. Such changes in the mode of living for both husband and wife should be considered and planned for ahead of retirement.

6. MAKE A LONG-RANGE PLAN. The earlier you make a general plan of what you would like to do, the better off you will be when retirement becomes an actuality. Start by writing down activities you would like most to do if circumstances permitted. Work out a detailed program, even though it is only tentative. You probably will make many such lists. But each time you revise your original plan you will come nearer to developing a program that will be practical for you.

7. DON'T SET YOUR FINANCIAL GOALS TOO HIGH. Most people value good living, comfort, rest, freedom from hard work and freedom from struggle for monetary gain in retirement. Plan for financial independence, or at least financial security to meet the basic living standards and social values suited to your desires. In retirement it is foolhardy to set up standards and values on the basis of "Keeping up with the Joneses," or living beyond your ability to provide the financial means. Set down the amount needed monthly to satisfy your minimum standard of living in retirement, for food, housing, taxes, heat and utilities, house furnishings, household operation, clothing, medical care, hobbies and entertainment, transportation and travel, auto expenses, gifts and contributions, tobacco and liquor, personal care (such as haircuts for husband and beauty shop for wife) and other goods and services. See if your projected income is sufficient to cover your minimum requirements. If it is not enough, you will need to adjust your over-all plan to provide additional money. Try to estimate what the value of the dollar will be when you retire. Think in terms of what spending money will buy. Those who make financial security plans today will find themselves in better financial circumstances than those who do little or no planning.

8. CHOOSE A LOCATION TO LIVE IN. Your decision on where to live when you retire can have a great deal to do with your future hapiness. Where would you like to live after retirement? Should you move to a new location, offering a more favorable climate for your health or for better living. Would you prefer a restful location in a region where outdoor living can be enjoyed the year round? Do you want to live formally or informally? Do you count on living with a son or daughter? Do you want to own your retirement home, rent an apartment or live in a hotel or boarding house? What is your preference for residing at or near the seashore, in an interior

valley or at the foothills of a mountain? What about moving to a place where you can save money on your living expenses? Perhaps you would like to retire to a small farm or operate a small business enterprise. If so, what locations offer the best prospects? How about roaming the United States in a trailer? If your principal hobby is fishing or hunting, where are the best locations for you to follow these pastimes the year round? Would you feel depressed clinging too closely to your present neighborhood? Would a fresh start in a new place be best for you? Do you plan on a home garden supplying you with a large part of food for your table? If you do, you should plan to locate in a region with a growing season of ten or more months. Would you like to live in a college town, in a community with an active program of sports or of cultural activities or in a community where numerous social get-togethers offer opportunities to meet new people? What contributions would you like to make to community progress? What are your plans for continued development and growth in personal happiness? What is your goal in life? These are but a few of the important questions that must be answered before you can finally make your choice of where to live or what to do in retirement. Nobody can answer these questions for you. Your answers and your decision should be formed considerably in advance of your retirement.

9. FOLLOW THROUGH ON YOUR PLAN. Having visualized and worked out a plan of action, follow it through to its conclusion. Set down tentative dates for the completion of the various parts of the entire program. Don't alter the course or stop the program entirely because of discouragement or seeming failure. But, on the other hand, never hesitate to revise your plan when to go ahead with the original version is obviously foolhardy. Current retirement planning enables you to work out your full destiny in living a valuable, happy and successful life. An analysis of the statements and advice of a great number of retired persons brought out the fact that the majority of those who were contented and better adjusted to life in retirement had planned their retirement living in advance. Individuals who were most frustrated, generally speaking, were those who squandered away their retirement futures. They were without a definite plan to guide themselves.*

*The Retirement Handbook, by Josphy C. Buckley
Harper & Row - 1967.

EXPENSES NOW AND IN RETIREMENT

EXPENDITURES	Present Monthly Average	After Retirement Monthly Average
SHELTER		
Rent		
Mortgage payments		
Real Estate Taxes		
Insurance		
HOUSEHOLD MAINTENANCE		
Repairs, house & grounds improvement		
Utilities: water, electricity, etc.		
Fuel		
Telephone		
Waste disposal		
Services: cook, cleaning woman, yardman, etc.		
Other		
HOME PURCHASES		
Furniture & fixtures		
Floor coverings		
Cleaning & laundry supplies & equipment		
Linen, draperies, etc.		
Kitchen equipment		
Garden equipment, plants, seed & fertilizers		
AUTOMOBILE AND TRANSPORTATION		
Monthly portion of purchase price		
Repairs		
Gas & Oil		
License (driver's & registration)		
Insurance		
Other transportation (railroad, bus, plane, taxi)		
FOOD		
Food at home		
Food away from home		
Liquor & food for entertaining		
CLOTHING		
New clothing for all household members		
Laundry if not done at home		
Dry cleaning		
Shoe repair		
Other		
PERSONAL		
Cosmetics & toilertries		
Barber shop & beauty parlor		
Smoking supplies		
Stationery - postage		
Other		
MEDICAL & HEALTH		
Medicine & drugs		
Doctor, dentist, oculist, etc.		
Eyeglasses, hearing aids		
Medical & health insurance premiums		
Other		

EXPENDITURES	Present Monthly Average	After Retirement Monthly Average
RECREATION & OTHER		
Books, newspapers, magazines		
Club memberships, dues		
Movies, sports events, concerts, theatre		
Sports & hobby equipment & supplies		
Vacations, holiday celebrations, weekend trips, etc.		
Adult Education		
Pets, purchase of food, license		
Contributions		
Gifts		
Other		
TAXES, INTEREST ON DEBTS, INSURANCE, ETC.		
U. S. and state income tax		
Personal property tax		
Interest, amortization on loans		
Life insurance premiums and annuities		
Personal property insurance		
Other		
SAVINGS, INVESTMENTS		
Savings banks, etc.		
Payments to company pension & profit sharing programs		
Private purchase of stocks, bonds, real estate, etc.		
Other		
TOTAL		

You may find this hard to fill out, for you've probably made purchases and paid bills without keeping a record. You have your tax bills and fire insurance policies, but do you know what you paid when your house was last painted three years ago, or do you know what you paid for fuel, plumbing and other repairs, shrubs, grass seed, papering, etc.? You may decide to begin keeping all your bills for a year and then fill out the blank. A business concern must make an annual inventory. It may be helpful to YOU.

MONTHLY INCOME IN RETIREMENT

A variety of headings are included to cover most cases. Many items, therefore, may not apply to you. Read all the items before filling any of the blanks, adding any that may apply to you and crossing out all others that do not.

SOCIAL SECURITY	
Husband after 65	_____
Wife after 62	_____
Wife after 65	_____
PENSIONS	
Company	_____
Civil Service	_____
Railroad	_____
Veteran's	_____
Union's	_____
COMPANY PROFIT SHARING	_____
ANNUITIES	_____
COMPENSATION FROM EMPLOYMENT	
Wages, salaries	_____
Commissions	_____
Royalties	_____
My own business	_____
INTEREST AND DIVIDENDS	
Savings bank	_____
Savings and loan	_____
Loans and mortgages	_____
Stocks	_____
Bonds	_____
PROFITS ON SALE OF	
Real Estate	_____
Stocks	_____
Bonds	_____
Other	_____
ADDITIONAL EXPENSES	
_____	
_____	
_____	
_____	
_____	
TOTAL MONTHLY INCOME	_____
TOTAL MONTHLY EXPENSES	_____

Balance, income and expenses

In addition, the following brochures are also made available to each participant as a part of his packet:

1. AARP Membership Application
   Available from: American Association of Retired Persons
   (AARP)
   1346 Connecticut Avenue, N.W.
   Washington, D.C. 20036 (free)

2. Socio-Economic Aspects of Money Management (Selected references and resources)
   Your Retirement (A discussion of your financial resources and how you might use them)
   A Discussion of Family Money (How budgets work and what they do)
   These three pieces of literature are available from the
   Women's Division, Institute of
   Life Insurance
   277 Park Avenue
   New York, New York 10017 (free)

APPENDIX F

PRE-RETIREMENT PLANNING

A Guide To

Seminar/Workshop Development For Pre-Retirement Planning

Prepared by

Thomas W. Shilling

Drake University Pre-Retirement Planning Center

Des Moines, Iowa

May 1970

CHAPTER I

WHY A TWO DAY SEMINAR/WORKSHOP?

Of the many problems facing persons these days, retirement is one of the most inevitable. But need it remain a problem without solution to many of the 3900 persons per day becoming age 65?[1] Fortunately not! There is a way to effectively assist people in preparation for retirement to alleviate their concerns regarding legal and financial planning, health and welfare planning, role defining activities and continuing education. This guide book is a result of the Drake University Pre-Retirement Planning Center's activity in "training trainers" in order to pass on information and methods of conducting effective pre-retirement planning programs.

All organizations, whether business, industrial, labor, academic, professional or government, share the responsibility to their members or employees, and to society, in equipping individuals to plan the last portion of their lives properly. This does not necessitate personal involvement in their planning, but rather being certain a broad enough spectrum of relevant information is carefully brought to the attention of individuals well in advance of their retirement.

How can an individual become qualified to fulfill the above obligation of an organization? In answer to this question the Drake University Pre-Retirement Planning Center has developed an effective pre-

retirement planning program and a two-day seminar/workshop for pre-retirement planning program development. The express purpose of the seminar/workshop is to qualify individuals in coordinating and directing formal pre-retirement planning programs within their respective organizations.

PURPOSE OF GUIDE BOOK

The purpose of this guide book is to provide information, ideas and format suggestions for developing a seminar/workshop to train program coordinators in pre-retirement planning program development.

USE OF GUIDE BOOK

Any organization may use this guidebook to develop the seminar/workshop and thus equip individuals in developing and administering a pre-retirement planning program. For instance, academic institutions may hold seminar/workshops for personnel directors of corporations thus promoting pre-retirement planning in their community. Labor organizations may wish to have seminar/workshops which representatives of locals may attend to become qualified in program development and program coordinating. Large businesses and industrial organizations may hold seminar/workshops for those in charge of personnel management and/or training at various branch locations thus administering a

uniform pre-retirement planning program throughout its entire organization. Professional societies utilizing the seminar/workshop format can provide individuals from local chapters with the skills and methods needed for an appropriate pre-retirement planning program on a local basis. State, local and federal government can hold seminar/workshops to equip persons in charge of personnel functions in departments and agencies to develop effective pre-retirement planning programs suitable for their use.

SEMINAR/WORKSHOP RESPONSIBILITY

The task of conducting a seminar/workshop is best shared by two or three individuals with the exception of those presentations requiring outside consultants. The various presentations are then more readily prepared and the audience has a chance to hear a variety of speakers. To aid the seminar/workshop coordinators in gaining background experience it would be advisable that a formal pre-retirement planning program based on the "Guide To Program Development For Pre-Retirement Planning"[2] have been conducted at the home organization previous to conducting the seminar/workshop.

SEMINAR/WORKSHOP AUDIENCE

Obtaining the maximum learning situation necessitates limiting the size of the group. The Drake University Pre-Retirement Planning

Center limits its enrollment to 20 persons. An additional benefit is desired during the workshop portion of the program in that adequate individual attention can be given the participants when developing their own program.

SEMINAR/WORKSHOP MATERIALS

The basic document of the seminar/workshop is the "Guide To Program Development For Pre-Retirement Planning."[3] One copy of this should be included in a folder along with note paper and samples of literature pertinent to the pre-retirement planning program.

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1. "Every Tenth American," a talk by Herman C. Brotman, presented to State Conference, Iowa Commission on Aging, Des Moines, Iowa, October 2, 1968.

2. Guide To Program Development for Pre-Retirement Planning by Donald L. Bowman, Drake University Pre-Retirement Center, Des Moines, Iowa 50311

2. Op. Cit.

CHAPTER II

THE DRAKE UNIVERSITY SEMINAR/WORKSHOP

BASIC DESIGN

The design of the seminar/workshop is two-fold as the name implies. The first day seminar of the two-day program provides a basis of knowledge and insight into the problems of preparing for retirement. The second day workshop engages participants in developing a program outline on the basis of the "Guide To Program Development For Pre-Retirement Planning."

FIRST DAY: THE SEMINAR

The seminar utilizes presentations on the various aspects of retirement in explaining to the seminar participants what they need to know about retirement problems and preparation for retirement.

SEMINAR PRESENTATION I (45 MINUTES)

THE STATISTICS OF RETIREMENT

A. National Statistics
   1. Number of people over 65 years of age
   2. Number of persons becoming 65 daily
   3. Life expectancy after 65
   4. Average income after retirement
      a. Single persons
      b. Married couples
   5. Incidence of illness

B. Local Statistics
   1. Number of people in community or state over 65
   2. Number of persons between 50 and 65
C. Your Organization's Statistics
D. The Problem
   1. Refer to income level again
   2. Problems of elderly
      a. Failure to maintain role
      b. Health problems
   3. When most effective preparation can take place

The above outline of orientation material suggests the areas to be covered in making participants aware of the dangers in not preparing for retirement and also the scope of the problem. Sources of information and additional data may be found in Appendix A of this guide book.

The speaker for Presentation I should be the person in charge of the coordination of the seminar/workshop or one of the other individuals aiding in the coordination of the seminar/workshop.

SEMINAR PRESENTATION II. (30 MINUTES)

FILM: "THE REST OF YOUR LIFE" [1]

This film depicts the various concerns people have about retirement while still employed. Though the background of the film is industrial, the story is universally applicable. It is hoped by using this film the concerns about retirement will be identified in very human terms. This then becomes the basis for Presentation III.

SEMINAR PRESENTATION III. (ONE HOUR)

HOW PRE-RETIREMENT PLANNING WIL

WILL BENEFIT YOUR ORGANIZATION

A. Psychological and sociological implications of retirement during employment
B. Types of change associated with retirement are anticipated on job.
C. Benefits to organization providing pre-retirement planning
    1. Development of a realistic understanding of what retirement really is
    2. Reduction of tendency of individuals to form unnatural ties to prevent severance from an organization and problems of "empire building" and morale.
    3. Reduction of problem of coasting into retirement
    4. Encouragement of community involvement.
    5. Alleviation of termination problems and provision for smooth transition for replacement
    6. Reduction of problem of maintaining self respect and dignity and fear of losing self-worth essential to confident leadership
    7. Encouragement of company loyalty

This outline guides the discussion of the relationships between a person's attitude toward retirement and performance in an organization. The psychological implications of retirement and loss of role definition should be clearly defined with necessity of life goal development outside of employment stressed.

Due to the nature of the material discussed in the above outline the speaker should be a psychologist. Good speaker sources are hospitals; (especially V.A. Center), universities and colleges. Be

certain the psychologist previews the film in advance of his presentation so the film may serve as a basis for beginning his presentation.

SEMINAR PRESENTATION IV (30 MINUTES)

RECRUITMENT TECHNIQUES

A. Recruitment of corporate officials to obtain permission for having a pre-retirement planning program
   1. Make a formal proposal including the following:
      a. Background information establishing need and objectives.
      b. Statement of problem in terms of how to fulfill needs and objectives
      c. Extent and timing of proposed program
      d. Discussion of details of program
      e. Qualifications of individuals putting on program

B. Laying the groundwork to avoid misunderstanding
   1. Need for a policy statement
   2. Policy must be in writing and published to all employees
   3. Policy must originate from authoritative source

C. Extending the invitation
   1. May be verbal or by letter
   2. Letter from top executive in the organization has often proved effective
   3. Attendance should be essentially voluntary
   4. Spouse should be encouraged to attend
   5. Consideration must be made of audience mixing, for instance, union, management, etc.

The three essential points of discussion should be matched to the audience needs as much as possible. The basic techniques of recruitment follow the customary practices of larger organizations in making proposals, policy statements and recruiting for organization sponsored events.

Persons acquainted with the rudimentary techniques of business management would be qualified to lead the discussion following an outline of the essential points. The individuals coordinating the program may wish to handle this presentation. Use of sample letters in Appendix B is encouraged.

SEMINAR PRESENTATION V (30 MINUTES)

THE GUIDEBOOK AND APPENDIX DOCUMENTS

A. Description of the contents of the "Guide To Program Development for Pre-Retirement Planning"
B. Assignment of reading the guidebook for the workshop

This presentation, although simple, is vital in having participants prepared for the second day workshop activity. The guidebook gives all of the essential framework for developing a seven-session pre-retirement planning program. Also of importance is the program evaluation techniques and methods described in the third chapter.

Once the coordinator or other person assisting in the conducting of the seminar/workshop becomes familiar with the guidebook, the presentation is quite simple.

SECOND DAY: THE WORKSHOP

The workshop is the heart of the entire two-day program because it gives the participant the opportunity, under guidance, to create his own program outline, tailor made for his organization.

WORKSHOP PRESENTATION I (ONE HOUR)

MYSTICISM AND THE GOLD WATCH

A. What are organizations now actually doing for retiring persons (List on chalk board)
   1. Gifts
   2. Activity privileges
   3. Honor dinners
   4. Other

B. Review needs of the retiring person
   1. Legal and financial concerns
   2. Health and welfare concerns
   3. What to do with leisure time
      a. Role defining
      b. Definition and identification of meaningful leisure pursuits
   4. Continuing education
   5. Other items
      a. Housing
      b. Travel

C. Compare concerns of retiring person with what the organizations now provide, thus establishing the obvious need for a program

This gives information and assistance relevant to true needs of retirement to allow appropriate action to be taken to make retirement rewarding to the retiree.

Don't let the title fool you! The gold watch has become the tradition for many organizations when looking for a way to show appreciation to a retiring employee or member. This presentation is, therefore, very well adaptable to an audience participation situation. Have the audience list what they are doing for the retiree. Put it on a chalkboard and let them see it. Then match this with the true needs and concerns. It becomes obvious how the traditions do not do enough

in terms of the needs of the retiree. Hence the basis for the need for a pre-retirement planning program.

The seminar/workshop program coordinator would be the appropriate one to do this presentation which sets the stage for the following workshop session.

WORKSHOP PRESENTATION II (1 HOUR 30 MINUTES)

DEVELOPING YOUR PROGRAM

A. List of primary areas of concern
   1. Legal and financial planning
   2. Health and welfare planning
   3. Role defining activities
   4. Continuing education
B. Consider examples of program material suitable for specific participants
   1. Example: A corporation would want to have a session or a half-session on its own pension plan presented by a personnel officer, whereas an academic institution offering the program to the public would not include such a thing.
   2. Example: A program being offered to low socio-economic particpants would not contain estate and trust planning but may contain a half-session which simply explains wills and some of the laws about inheritance
C. Thus stressing adaptability of guidebook the audience is broken up into small groups.
   1. Distribute participants so each coordinator has three to four persons to assist
D. Each coordinator assists persons in his charge with developing a simple, one-page topic outline of the seven-session program.

The stress in the above presentation is relevance of material and flexibility of the seven-session program outline. Each of the

seminar/workshop coordinators has the responsibility of providing assistance in developing meaningful outlines and proofing the results to be certain they meet the standards of the guidebook.

It is appropriate, as each outline is completed, to have them typed and put in a folder along with an approval letter to be returned to the participants at the end of the sessions.

WORKSHOP PRESENTATION III (10 MINUTES)

COST OF A PRE-RETIREMENT PLANNING PROGRAM

A. Hand out copies of Appendix B or its equivalent
B. Encourage participants to modify outline as needs dictate and to enter their own cost figures

This presentation uses Appendix C which contains a cost analysis for a maximum cost figure. The participants often find these figures of use in guiding them to obtain an accurate estimate of cost when making a proposal for a program to their own organization.

The seminar/workshop coordinator would handle this presentation.

WORKSHOP PRESENTATION IV (30 MINUTES)

HOW WE WILL BACK YOU UP

A. Technical Assistance
   1. Program design
   2. Assistance in program material development
B. Pooling assistance
   1. Pooling people from various small organizations into one place for a pre-retirement planning program

C. Speaker sources
   1. Providing names and contacts for obtaining speakers such as psychologists, bank trust officers, physicians, social security office, etc.
D. Facility availability
   1. Allowing pre-retirement planning program to be held in facilities provided by those in charge of the seminar/workshop.
E. Statement of open door policy
F. Profile analysis
   1. Statistical profile and summation of composite evaluation figures based on returned evaluation forms from seven-session program

The above presentation will depend on the situation in which the seminar/workshop coordinator finds himself. Each of the areas of assistance requires a certain resource in terms of people and facilities. To the greatest extent possible, the back up function should be regarded as essential for providing the needed resources to which the participant in the seminar/workshop may return when executing his own seven-session program.

The person in charge of the seminar/workshop should make any or all of the above commitments.

WORKSHOP PRESENTATION V (30 MINUTES)

EVALUATION SESSION

A. Handout of evaluation document in Appendix D
B. Discussion of seminar/workshop

A standardized method of evaluation used by the Drake University Pre-Retirement Planning Center is included in this guidebook as Appendix D

The mean average rating has been a reliable indicator of how effective the seminar/workshop has been. Comparison between seminar/workshops has clearly shown improvements where changes and modification in program design has been made.

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1. "The Rest Of Your Life" can be obtained from Journal Films, Inc., 909 West Diversey Parkway, Chicago, Illinois 06115

CHAPTER III

DATA GATHERING

One of the things which is essential in promoting pre-retirement planning is the keeping of records regarding the extent to which programs have been effected in the greater community. Simple records of who attended the seminar/workshop is not sufficient as the seven-session program audience is the real measure of the extent to which the population will be exposed to pre-retirement planning. Therefore, additional data is obtained when recruiting participants for the seminar/workshop. Essential data includes the represented organizations name, address, number of employees or members, and various information regarding what the organization is already doing in terms of preparing persons for retirement. For a sample of this type of data sheet please refer to Appendix E.

APPENDIX A

U. S. STATISTICS SOURCES

Department of Health, Education and Welfare
Research and Statistics
Washington, D.C.

STATE STATISTICS SOURCES

Most state governments have a Commission on Aging which would be able to provide statistics regarding your own state. Also the states each have a Department of Social Welfare, or its equivalent, which administers the OAA-MAA federal funds. Many statistics are available from this source which would be directly pertinent to the seminar presentation #1. Also many states have a Bureau of Vital Statistics.

LOCAL STATISTICS SOURCES

Your local city planning office has statistics which may fit your need, such as per cent of population at various age levels. Many city and county statistics are available at the state level.

APPENDIX B

To All Employees:

The welfare of the employees of the_____family has always been of eminent importance. As we add services to make banking more easy for our customers, it is as imperative we add services for the betterment and fuller self-development of ourselves.

It is with a great deal of pleasure that I announce the addition to our organization policy the making available of Pre-Retirement Planning Programs to our employees. Such programs are designed to assist each employee in preparing for retirement.

Each employee upon reaching his fiftieth birthday will be invited to attend a series of informal group sessions. At the initiation of these programs we shall begin with those who are now nearing retirement.

Topics discussed will center around four basic areas of concern to those planning for retirement:

1. Legal and Financial Planning
2. Health and Welfare Planning
3. Leisure Time Activities
4. Continuing Education.

Additional information about these new programs will be forthcoming.

Sincerely,

_____
President

Dear

The welfare of our employees has been a part of our philosophy in the over-all personnel program which we have attempted to attain. One of the services of the Personnel Department is to be available for, or to provide assistance when needed by the employee on an individual basis.

One of the programs we have been participating in is Pre-Retirement Planning. We are interested in knowing what advance steps we can assist our employees with in order that retirement will be more satisfactory to them. Some other purposes of the pre-retirement planning would be giving the prospective retiree a "head start" with his plans before actual retirement, and to assist him through development of interests in appropriate activities for retirement.

You perhaps have already given thought to some definite plans for retirement when you will reach your 70th birthday on August 21, 1970, but we would like you to know that if you need assistance in setting up a program, we will be pleased to offer ideas and suggestions.

Please let us know if you would care to discuss pre-retirement planning in more detail, and if we can assist you.

Very truly yours,

_____

APPENDIX C

COST PER CONTACT HOUR PER PARTICIPANT

	Our Figure	Your Figure
Recruitment of Employees		
1. Develop notification (2 hours @ $8.00/hr.)	$ 16.00	$_____
2. Clerical recording (2 days @ $16.00/day)	32.00	_____
3. Materials	2.50	_____
4. Miscellaneous - coffee, program materials, etc.	9.50	_____
Sub Total	$ 60.00	$_____
Personnel Managers overhead (14 hrs. @ $8.00/hr.)	112.00	_____
Honorarium (3 persons @ $50.00/Session	150.00	_____
Room allocation by cost accounting ($10.00/hr./14hr.)	140.00	_____
Total Cost	$462.00	$_____

25 persons for 14 hrs. = 350 hrs. at $1.32 per hour per person

Average slaray per hour x off-time hours:

$3.71 x 7 =	25.97	_____
1.32 x14 =	18.48	_____
Total Cost Per Employee	$44.45	$_____

APPENDIX D

DRAKE UNIVERSITY
PRE-RETIREMENT PLANNING CENTER

WORKSHOP EVALUATION FORM

1. Please indicate how effective the workshop presentations and discussions have been in acquainting or reacquainting you with the concept of pre-retirement planning for employees. (Circle one)

Very Effective	Moderately Effective	Undecided	Moderately Ineffective	Very Ineffective

2. Were the objectives of the workshop made clear to you prior to or during the first session? (Circle number you feel appropriate.)

Completely		Somewhat		Not at all	
1	2	3	4	5	6

3. What was the extent to which these objectives mere met? (Circle number)

Completely		Somewhat		Not at all	
1	2	3	4	5	6

4. Rate the retirement planning workshop as to the amount of USABLE information for planning a retirement planning program in your organization. (Circle number)

Completely		Somewhat		Not at all	
1	2	3	4	5	6

5. The length of the workshop was: (Circle number)

Too long		About right		Too short	
1	2	3	4	5	6

6. Which session (s) of the workshop were of most INTEREST?

_____

7. Which session (s) of the workshop were of most USE?

_____

8. What other topics, if any, should be covered in future workshops?

_____

9. As a result of your participation in the workshop do you anticipate instituting a new program or expanding your present program of pre-retirement planning. (Circle one)

Yes No

10. Your comments:

_____
Signature

APPENDIX E

PRE-RETIREMENT PLANNING CENTER
Drake University
Des Moines, Iowa

CONFIDENTIAL DESCRIPTIVE DATA FORM

Your Name: _____ Age: ____ Sex: ____ M ____ F

Home Address: _____ Telephone: _____

City: _____ Zip Code: _____

Birthdate: (Month) _____ (Day) _____ (Year) _____

A. What is your current marital status? (Circle One)

Single Married Separated Divorced Widowed

B. Are you a veteran? _____

C. What is the highest grade in school you completed? (Circle appropriate number)
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 Bachelor's Master's Ph.D.
Other (Trade or Vocational School _____

D. Who is your present employer?
Name: _____ City: _____
How long have you worked for this employer? _____
How would you classify your job?
_____ Professional and Managerial
_____ Technical
_____ Clerical or Sales
_____ Personal Service Occupations
_____ Industrial
_____ Housewife
What is your present job title: _____
If you are already retired, what was your last job title prioe to retirement: ____
_____

E. In which of the following income ranges would your own personal total annual income be included?

_____ $ 0 - 1,999
_____ $2,000 - 3,999
_____ $4,000 - 5,999
_____ $ 6,000 - 7,999
_____ $ 8,000 - 9,999
_____ $10,000 - 11,999
_____ $12,000 - 13,999
_____ $14,000 - 15,999
_____ $Over $16,000

F. Are you covered by a company retirement pension plan?

_____ Yes _____ No. If yes, for how many years have you been covered? _____

G. At what age do you expect to retire? _____
What do you estimate will be your personal total monthly income at retirement? _____
Do you anticipate a need for employment after retirement? (Circle One)

Full-time Part-time No Need

H. As you approach retirement which of the following concern you:

_____Estate Planning	_____Social Security	_____Leisure Time Activities
_____Legal Planning	_____Medicare	_____Need For Employment
_____Taxes	_____My Health	_____Where To Live
_____Retirement Income	_____My Education	_____Other (Please explain)

_____

_____

_____

_____

I. Check below the items in which you have been involved during the past year.

_____Legal Planning	___Occupational Organizations	__Church Organizations
_____Insurance Planning	___Service Clubs	__Social Clubs
_____Financial Planning	___Education For Credit	__Personal Counseling
_____Health Planning	___Adult Education	__Civic Organizations
_____Social Security Planning	___Seasonal Employment	__ Other (Please explain)
_____Professional Organizations	___Fraternal Organizations	

_____

_____

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_____

J. Where did you first learn about the Pre-Retirement Planning Center?

_____Newspaper article	_____Radio or T.V. Announcement
_____Newspaper Advertisement	_____A friend
_____Drake Brochure	_____Husband or wife
_____Employer	_____Other (what source?)_____

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